


THE STATUS OF GEOGRAPHY INSTRUCTION
IN THE SECONDARY SCHOOLS OF UTAH

by


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A thesis submitted to the faculty of
the University of Utah in partial ful-
fillment of the requirements for the
degree of Master of Science.

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1948

ACKNOWLEDGMENTS

Particular acknowledgment is due to Professor E. T. Demars, of the College of Education, committee chairman, under whose leadership and guidance this work was written. Acknowledgments are also due to Professor H. Bowman Hawkes, of the Department of Geography, for his assistance in pointing the way during the early stages of writing this thesis, and to Professor Don A. Orton, of the College of Education, the third member of the committee, for his suggestions and corrections. The writer is deeply indebted to Dean John T. Wahlquist, Professor Roald F. Campbell, Mr. Mariam G. Merkely, Mr. A. Reed Morrill, and Mr. Drayton Nuttal for their corrections and suggestions. Also the writer is indebted to his wife for her patient and painstaking effort in assisting the writer during the many months of preparation.

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CHAPTER I

INTRODUCTION

Statement of Problem

Geography as a school subject has been in the curriculum in some form or another ever since the time of the Greek scholars. The subject has evolved from these ancient times to the present day in somewhat the same manner as other subjects. In America this evolution continued, until today we have a subject that has recently received a great impetus from World War II. The exact status has been determined by various studies. However, not until every state has made similar studies can the status of geography throughout the nation be determined. The purpose of this study, then, is to promote this cause and the cause of the curriculum-makers of the State by ferreting out and interpreting the information concerning the status of geography instruction in the secondary schools of Utah.

Questions to be Answered

There are certain questions relating to geography and how it is taught in the secondary schools of Utah that the writer has attempted to answer. They are as follows:

1. What is the status of geography in other states of

the Union?

2. How many secondary schools in Utah teach geography as a separate subject?

3. How do the social studies and geography teachers rate their needs in the way of geography instruction?

4. How much training in college geography do the geography and social studies teachers have?

5. How many geography and social studies teachers are teaching subjects outside of their college major and minor?

6. How much geography equipment do the geography and social studies teachers have available in their classrooms?

7. Is the geography offering in the secondary schools of Utah adequate?

Delimitations

In securing information relative to this problem, i.e., the status of geography instruction in the secondary schools of Utah, certain limitations have necessarily been imposed. First, secondary schools are defined as meaning all grades seven to twelve inclusive. This is the classification employed by the Utah State Department of Public Instruction.¹ It must be recognized, however, that these six grades are grouped in various combinations. In many instances the seventh grade and sometimes the eighth grade are included in the elementary school rather than in the junior or senior high school. Since the secondary school is defined as in-

¹Hereafter this agency will be referred to as State Department.

cluding all grades seven through twelve, this writer has dealt with grade levels regardless of the type of organization.

The bulk of information on this problem was gathered by means of a questionnaire sent out to all the geography and social studies teachers in the secondary schools as listed in the 1947-48 Utah Public School Directory. The only Social Studies teachers who did not receive questionnaires were the social studies teachers teaching such subjects as sociology, economics, psychology, and citizenship because the writer assumed that such teachers taught little or no geography. It was found that the State Directory was not in all cases accurate, but in the large majority of cases it was found to be a satisfactory teacher directory.

There is a certain amount of physical geography included in the various science courses, particularly general science, but in delimiting the problem the writer has excluded these courses from this study. The physical aspects of geography such as climate, land forms, soils and vegetations are all studied in science courses, but they must also be studied in the social studies courses if the geography presented is to be meaningful. The geography presented in separate geography courses and in the various social studies courses represents by far the major part of the geography

offered in the schools, both physical and human. Although geography is considered by many to be both a physical science and a social science, and obviously both classifications fit, this writer deals with it as it is presented in the social studies as a social science.

Definition of Geography

It is believed advisable at this point to define geography as it is used in this study. A very general definition is often given in the following terms: "Geography is the study of the relationship between man's activities on the one hand and the elements and conditions which make up the natural environment on the other."¹ This does not give a very comprehensive picture of the science of geography. It probably should be noted first of all that geography is extremely broad in scope. This breadth of scope is a reality because geography dips into many allied fields for its content. Dickson and Howarth² point out that some of these fields are climatology (based on meteorology); physical geography, based on geology; mathematical geography, based on astronomy on the physical side; while on the human side,

¹Z. A. Thrallis, "Theme of Modern Geography," National Education Association Journal, (October, 1932), 219-20.

²R. E. Dickson and O. J. R. Howarth, The Making of Geography, pp. 250. Oxford at the Clarendon Press, 1933.

racial geography is dependent on anthropology and psychology, economic geography on economics, social geography on sociology, political and historical geography on history and finally biogeography on zoology and botony. It is evident, then, that the geographer must be acquainted with all these fields but need not necessarily be an authority in any of them in order to study the relationships between man's activities on the one hand and the physical elements on the other. He must, however, be an authority on areal distribution. This definition will be developed further in the next chapter.

Need for the Study

It might well be asked whether or not school administrators can judge the merits of a given subject without having sufficient information from which to draw conclusions. If the status of the subject of geography in Utah has never before been studied - and it hasn't been, so far as the writer has been able to find out - how can these same administrators determine the future status of the subject with anything approaching keen foresight and wisdom? Such questions bring to light the necessity of such a study in the geography field. The fact that no known attempt has been made to gather such information is almost sufficient reason for this research. Some assistance can be had in this matter from the United

States Commissioner of Education, who in an address delivered before a Congress of College and University Presidents held at Baltimore, January 3rd and 4th, 1942 said:

First, now is the time to begin really to teach the American people geography. Apart from rather backward nations, we are more illiterate geographically than any civilized nation I know. The reason is that we have never really taught geography. Now there are a few exceptions in some places, but I mean that by and large we haven't taught geography to our citizens. Young people have stopped studying geography in about the seventh or eighth grade of the common grade, if they got that far, and for the most part they were taught geography up to that time in their school courses. If we can get out of that policy an intelligent understanding of the world on the part of those taught I would like to know how to do it. So I would recommend that in some way throughout the secondary schools and in the colleges and universities a real emphasis now be laid upon acquainting the American citizens with the realities of the world through intensive courses in world geography. It is in these later years of the educational scheme that students have achieved the maturity necessary to an understanding of this important subject.¹

The need for this type of research may be substantiated somewhat by reporting what one person, who has spent considerable time in the field of geography education, has to say. Middlebrook² states this about the importance of geography: "It is my belief that, without warping the subject at all, geography may help to lay foundations of a

¹Leonard O. Packard, "Geography in our Schools," Social Studies, (February, 1943), 71-4.

²Pearl H. Middlebrook, "The Place of Geography in American Culture," Educational Method, (March, 1938) 277-84.

knowledge of countries that is essential if understanding and good will are to be promoted." Again Middlebrook¹ speaks out, this time against intolerance:

As long as our school boys refer to foreigners as "chinks," "wops," "dagoes," and "greasers," the seeds of racial antagonism are being sown. Perhaps the geography class is as good a place as any for the teacher to try to remove this spirit of racial contempt on the part of the American youth.

If it is felt that the intelligent offering of geography is so important in the promotion of international understanding than our present critical world situation would seem to make an immediate critical appraisal of our geography offering urgent. How can we understand Russia's almost fanatical drive for an ice-free port without digging deep into the geography of her vast area? How can we understand Italy's invasions of Ethiopia without knowing something of her degree of self-sufficiency? How can we understand by what reasoning Argentina aspires to leadership in the western hemisphere without knowing something of the location and natural resources of that Latin American nation? How can we understand the epic of western expansion in American history without knowing something of the geographical features involved?

Once the importance of geography is presented and re-

¹Ibid.

lated to the disturbing ignorance of the American people in geographical matters, the need for a study of the status of geography in the schools should be readily admitted. William A. Lydgate,¹ editor of the Gallup Poll, brings forth some startling facts:

Only one-third Americans know where Greece is, in spite of our widely publicized aid-to-Greece program. Nearly one-half have no idea where Spain is. One-third cannot locate France, on whose battlefields American armies fought twice in a generation.

The geography of South America remains largely a mystery to the average American. He can locate fewer than three out of eight leading South American nations.

Procedure

A certain procedure has been decided upon in order to answer the questions mentioned earlier in the chapter. The first step in the procedure consisted of exhausting the field of related research. This meant reviewing everything that has ever been done in determining the status of geography by state or by nation. Much pertinent background has been obtained by this research of related materials.

second step involved the analysis of the courses of study in the social studies prepared by the State Department and Salt Lake City School District. This analysis re-

¹William A. Lydgate, "What's Wrong With Our Schools?", Redbook, XC, (February 1948), 36.

vealed the status of geography in the minds of the administrators concerned. It also revealed the points of emphasis in the geography program. It must be understood, however, that only the grade placement of certain subjects in the social studies is required, and that the actual courses of study are only suggestive in nature. Each school district is free to write its own course of study, but this practice is not very prevalent except in the Salt Lake City District. It is hoped that this thesis will throw some light upon the relationship between the state and city courses of study and actual teaching done by the individual schools.

The third step consisted of getting much valuable information from the 1947-48 Utah Public School Directory concerning the individual schools and teachers throughout the State.

The fourth step in this procedure was the basis for the entire study. Two-page questionnaires were sent out to all the geography teachers and most of the social studies teachers in the schools which include any of the grades seven through twelve. The results from the returns of these questionnaires were sufficiently high to be regarded as being significant. Questionnaires were sent to 245 schools and returns were received from 150 schools, making a 62 per cent return.

Organization

The organization of this thesis will be by chapters in following order:

- | | |
|-------------|---|
| Chapter I | Introduction |
| Chapter II | The Development of Geography |
| Chapter III | Geography as Outlined by State and City Courses of Study |
| Chapter IV | The Geography Taught in Utah Secondary Schools |
| Chapter V | A Proposed Program of Geography Instruction for the Secondary Schools of Utah |
| Chapter VI | Conclusions and Recommendations |

CHAPTER II

DEVELOPMENT OF GEOGRAPHY

In this chapter it is hoped that three things will be accomplished. First, the development of geography as a body of knowledge will be traced; the modern regional concept will be emphasized. Second, the development of geography as a school subject emphasizing geography in American education will be presented. Third, a review of studies made in other states that are related to this thesis will be made.

History of Geography

The area of the ancient world which contributed most to the making of geography was the Near East. Here in the Mesopotamia region and the Nile Valley geography had its beginning in an extremely crude form. Scant knowledge of geometry (mathematical geography) and astronomy was available, and of course, many stories and fables, none of which was based on scientific facts, circulated concerning the size and shape of the earth. Geography continued to be considered a description of the earth until the beginning of the nineteenth century. Throughout all these years the emphasis was

on the physical characteristics of the earth.¹

Geography received its real start in the fertile minds of the ancient Greeks. Thales of Miletus (640-546 B. C.)² is regarded as the founder of Greek physical science and geography. He "regarded water as the first element and origin of all things so he supposed the flat disk of the earth to float in water."³ Many theories concerning the earth prevailed during the Greek period, none of which was accurate, but they, nevertheless, represented the evolution of thought on the matter.

It has often been said that the Romans borrowed much and contributed little. So it was in the case of geography. Some progress was made in the military activities of conquering foreign nations and building roads.

"The dark age of geography began before the Dark Age, so-called, in history. Even before the decay of the Roman Empire set in, the advancement of classical science had ceased, and there supervened a period which yielded summaries of earlier work or (so far as geography is concerned) more or less otiose commentaries upon it, but nothing more."⁴

¹R. E. Dickson and O. J. R. Howarth, The Making of Geography, p. 246. Oxford at the Clarendon Press, 1933.

²Ibid., p. 8-9.

³Ibid., p. 9.

⁴Ibid., p. 39.

One of the determining influences in this unproductive period was the Christian dogma which practically prohibited any advance in the study of geology (physical geography).¹ This opposition by the dominant agency of the time to scientific endeavors kept the development of geography to a minimum.

After the Dark Ages came the Renaissance, the Era of Discovery, and the Reformation - all of which contributed to the development of geography.

Modern geography had its beginning in the nineteenth century. A new concept emerged which shifted the emphasis from nature to man. This new concept stressed the interrelationship between man and his physical environment. "Alexander von Humboldt and Carl Ritter may be regarded as the founders of modern geography, the first for his researches and writings on the character and interrelationships of physical phenomena, and second for his conception of the essential interdependence of man and nature."² With the emergence of a new concept in geography more divisions became prominently mentioned such as political geography, historical geography, and biogeography.

All of the divisions under the two main headings of physical and human geography are now integrated into one con-

¹Ibid., p. 60.

²Ibid., p. 142.

cept which has been called chorography or special geography and which is now called regional geography. This latest movement has been the product of the last forty years.¹

"Every region has its unique character to which contributed the features of the soil, atmosphere, plants, and man."²

The region then is the focal point to which the geographer relates the many elements, physical and human.

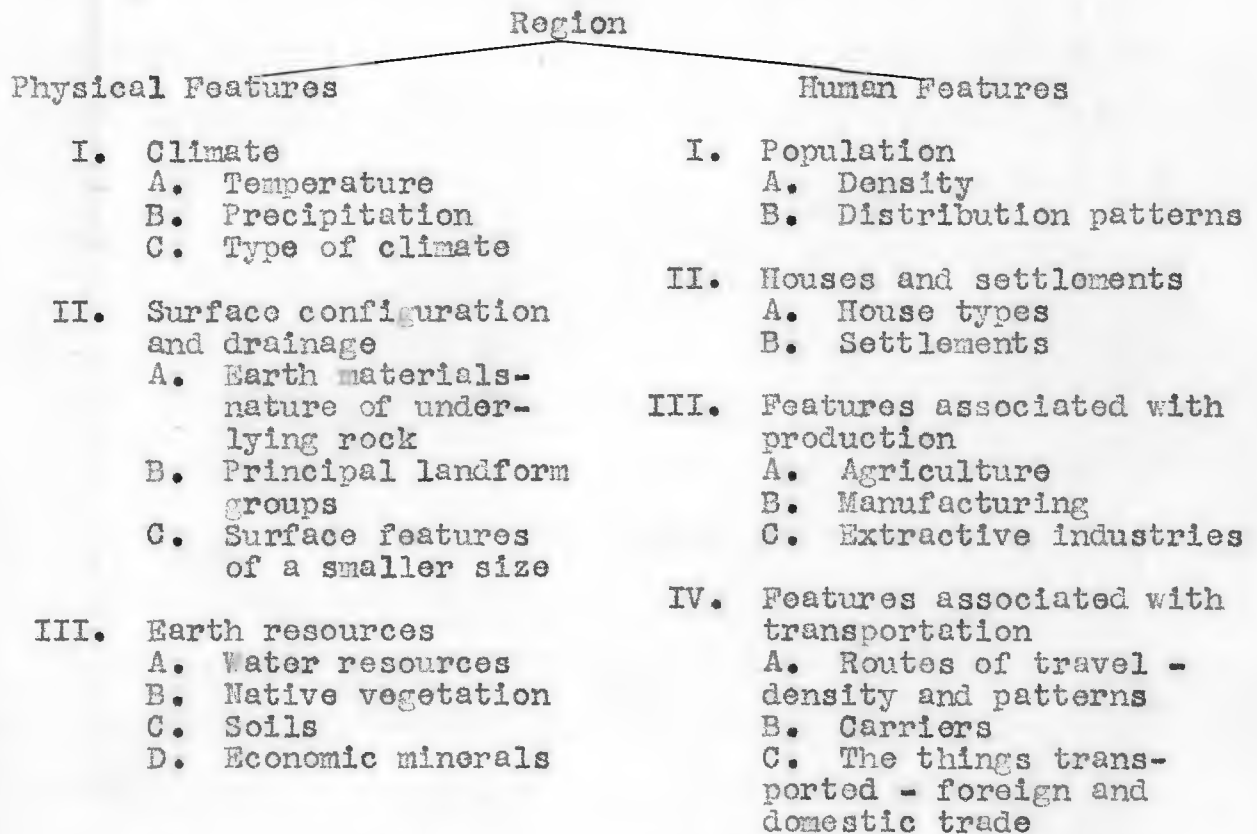


Fig. 1.--Illustration of the regional concept in geography

¹Ibid.

²Ibid., p. 233.

In order to present this regional concept more clearly, Figure 1 illustrates the classification under the two major groups. One group consists of the elements making up the physical setting such as climate, surface features, and natural vegetation. The other group is classified as human geography and it includes such cultural aspects of man's activities as agriculture, population, transportation, manufacturing, and recreation. These two major groups with their many subdivisions cover the whole field of geography. This brief survey of the development of geography closes with the thought that the horizons confronting future geographers are unlimited in this air age where the world is really "one world."

Geography as a School Subject

In discussing geography as a school subject there are two factors that deserve special attention. First, geography for the greater part of our history has been considered as a physical science rather than a social science. Such geography as that which featured the physical aspects of the earth received early attention, and it wasn't until the close of the nineteenth century that human geography, with its close relationship to the social studies, began its development. The second important factor is that geography has been considered fundamentally an elementary school subject. The

amount of geography taught in the upper grades has been insignificant; the greater part of it has appeared in the sixth and seventh grades. Here, however, there is little change because geography is still mainly considered as a subject to be taught in the lower grades.

In America, the academies of the eighteenth century emphasized the practical uses of geography in response to public demand. In 1776 geography was being taught incidentally as a part of other subjects such as astronomy, mathematics, and navigation. Harvard University placed geography among its entrance requirements in 1807. Later, in 1820, the Boston high school for boys introduced geography into the curriculum. The first recognized textbook, one by Jedediah, appeared as early as 1784.

What kind of geography was found in the early American schools? "With rare exception the content was highly factual. Endless lists of cities, rivers, bays, straits, capes, seas, lakes, and mountains filled the pages."¹ This type of geography was particularly prevalent in the elementary schools where the chief development of the subject has been and still is found. In 1881 Superintendent Luckey of Pittsburgh's schools said: "For years it has been ruled that no child should be permitted to leave our grammar schools for a higher

¹Ibid., p. 191-2.

grade until he had passed a thorough examination upon the location of every mountain, cape, promontory, river, ocean, lake, gulf, and bay on the habitable globe, and every island of the ever rolling and restless sea."¹ The content was apparently simple place geography. Toward the close of the nineteenth century the trend toward the human side of geography began. In 1909 the committees of the Association of American Geographers and of the National Educational Association criticized what they regarded as the overemphasis upon physical features, and suggested that increased attention be given to human responses to environment.² "The rise of general science courses led to the absorption of physical geography. By 1910 it was rapidly disappearing from the curriculum."³ Physical geography was being replaced by commercial or economic geography to the extent that by 1930⁴ more commercial geography was offered in the high schools than any other type.

¹Thirteenth Annual Report of the Condition of the Public Schools of Pittsburgh for the school year ending August 31st, 1881. p. 44.

²Wesley, op. cit., p. 192.

³Ibid., p. 192.

⁴Alice Foster, "The Evolution of Geography as a High School Subject," Education, LV (January, 1935), 286-92.

State Studies Concerning the Present Status of Geography

The teaching of geography in the secondary schools of America has undergone many changes since the turn of the century. Geography has become primarily associated with the social studies and as such has in many cases lost its identity through the recent trend toward fusion courses. Many studies have been made in different parts of the country to determine more accurately the present status of the subject. The remainder of this chapter will be devoted to an analysis of these various studies.

How much geography is being taught in our junior and senior high schools? Meyer¹ states that in 1940, 30 per cent of the junior and senior high schools in the country offered geography in their curricula. Cutshall² reports that in the same year more than 70 per cent of the high schools in Indiana, Ohio, Minnesota, Oklahoma, and Texas offer geography. Likewise one-half of the high schools in Arkansas, Missouri, Oregon, and Tennessee offer geography. Further data comes from Collier³ who says that three-fourths of the high schools

¹Alden Cutshall, "High School Geography in Illinois," School Science and Mathematics, XLII (June, 1942), 560-61.

²Ibid., p. 564.

³James F. Collier, "Geography in the High Schools of Arkansas," The Journal of Geography, XLII (April, 1943), 134-44.

in the North Central States include geography in their curricula while in some of the Western States the figure is below 10 per cent. In a study covering 370 high schools in the United States during the years 1927 to 1930 Symonds¹ found that 259 or 70 per cent offered geography. It was also found that 50 per cent of these 259 schools put geography in the tenth grade; 30 per cent in the eleventh grade; and 15 percent in the twelfth grade. A study in 1930² of 301 junior high schools shows that geography was the subject of greatest frequency in the seventh grade.

It may next be asked, what type of geography is being offered in these schools? Collier³ reports the following information concerning the relative distribution of physical and economic geography in several of the states:

¹Clare Symonds, "The Status of Geography in the Senior High Schools," The Teaching of Geography, pp. 545-6. Thirty-Second Yearbook of the National Society for the Study of Education. Bloomington, Illinois: Public School Publishing Co., 1933.

²Wesley, op. cit., p. 193.

³Collier, op. cit., pp. 134-44.

TABLE 1

DISTRIBUTION OF HIGH SCHOOL PHYSICAL
AND ECONOMIC GEOGRAPHY COURSES

State	Per Cent of Economic Geography	Per Cent of Physical Geography
Arkansas	90	7
Missouri	25	6
Illinois	75	-
Southern Illinois .	-	50
Texas	75	33 1/3

Miller¹ conducted a survey of the geography offering in the high schools of Nebraska and found that between the years 1943 and 1946 the geography offering increased about 67 per cent. World geography was found to be most numerous; it was followed by economic geography. Many of the larger high schools failed to offer any geography course above the seventh grade. The training of those teachers teaching geography was found to be quite inadequate. Fifty-four per cent of the teachers had less than three college credits in geography. Four per cent had no training in the subject at all. Eighty per cent had not had sufficient preparation for teaching the subject.

¹Rex C. Miller, "High School Geography In Nebraska," The Journal of Geography, XLVII (January, 1948), 8-17.

In 1941 Odell and White¹ canvassed the geography offerings in the high schools of Missouri by means of questionnaires sent those teachers listed as teaching geography (57.03 returns). Eighty-five of the 116 courses reported were high school geography. Geography was offered as an elective in all but seven of the 108 schools reporting. As for college training in geography, three teachers had no college credit and four had less than five hours in college geography. The average number of credit hours was 13.57.²

In Arkansas³ in the schools above the eighth grade, 357 high schools out of 543, or a percentage of 43.6, teach geography. A higher proportion of the small rural schools have courses in geography than the larger schools. Ninety per cent of the courses in geography are economic in content. Seventy per cent of the high schools teach geography in the eleventh or twelfth grades. The average geography teacher in Arkansas has slightly less than the A. B. degree, seven and one-half years of experience, and five semester hours in geography.

¹Clarence Burt Odell and Leslie Wood White, "The Status of Geography in the High Schools of Missouri," The Journal of Geography, XLI (February, 1942), 41-51.

²The Missouri State Department of Education requires five hours for teachers of Geography.

³Collier, op. cit., pp. 134-44.

In the senior high schools of Texas¹ physical geography was found in the curricula of sixty-two schools and commercial geography in 121. Geography was elective in 144 schools and required for commercial students in only fifteen schools. Out of 200 cooperating teachers fifty-three had no work in geography and three taught geography only.

Cutshall's² study brings forth the information that in the high schools of Illinois (excluding the city of Chicago) 27.4 per cent of the schools teach geography. Eleven of these schools offered physical geography; 103 offered only commercial or economic geography; and forty-three offered world or high school geography (can't be catalogued as either physical or economic). One hundred and eighty-two geography teachers out of 217, or 83 per cent, taught one or more other subjects. In the Chicago schools sixty-one out of seventy-five geography teachers, or 81 per cent, taught only the one subject.

In Southern Illinois Ersella and Barton³ found that

¹Edwin J. Foscue, "The Place of Geography in the Senior High Schools With Special Reference to Texas," The Journal of Geography, XXXV (March, 1936), 117-22.

²Cutshall, op. cit., pp. 560-4.

³M. Ersella and Thomas F. Barton, "High School Geography in Southern Illinois," Transactions of the Illinois Academy of Science, XXXIII (December, 1940), 131.

forty-seven high schools out of fifty-eight, or 18 per cent, offered geography. Thirty-seven schools offered commercial, economic or industrial geography; twenty schools offered physical geography; and three schools offered general geography. This study may be summarized by the following:

Geography is steadily becoming an established fact in the high school curricula of Southern Illinois. During the last five years alone courses in this subject not only have been lengthened in schools but many schools now offer a year of geography; two have reached the point where two years of work have become necessary.¹

In New York² the only required course in geography up to 1940 was that of the seventh grade. Now fusion courses, with varying degrees of geographic content, are an integral part of the curriculum.

Economic and commercial geography are most frequently offered in the secondary schools of New Jersey.³ The majority of the courses are given in the tenth grade followed by the eleventh grade. Thirty-four schools offered geography as an elective while sixty-four schools required it. Most of the

¹Ibid.

²Katherny T. Whittemore, "Geography in the New York State Social Studies Program, The Journal of Geography, XLI (May, 1942), 193-6.

³Paul F. Lawrence, "The Status of Geography in Secondary Schools in New Jersey," The Journal of Geography, XLVI (January, 1947), 19-27.

teachers felt that adequate geography equipment was their most important need. A detailed course of study in geography was the next need most frequently listed. Eight teachers majored in geography and twenty-one listed it as their minor. Four teachers were found to have no credits in college geography. In general the geography teachers prefer to see more geography taught and then as a separate subject.

A summary of these various studies shows that the most common type of geography offered was economic or commercial in content. A second generalization may be made to the effect that a considerable number of secondary schools in these areas do not offer any courses in geography as a separate subject. It may be said that the average teacher is ill-prepared to teach geography because of lack of training in that particular field. These teachers feel that geography is important and necessary and that it should be given a more prominent place in the curricula of various schools.

CHAPTER III

GEOGRAPHY AS OUTLINED BY STATE AND CITY COURSES OF STUDY

The State Department has in the past, as well as at the present, issued many courses of study in the field of social studies. These various courses of study are usually considered as guides to teaching activities. The teacher is not obligated to use the guides, although in some cases the teacher is required to clear any marked deviation from the content of the guide through the supervisor. In determining the status of geography instruction in the secondary schools of Utah, an analysis of these courses of study was made. This analysis constitutes the present chapter.

State Courses of Study

Some courses of study in the past.-- In 1913¹ a suggestive course of study by years offered one-half unit of Physical Geography in the ninth grade. Also in the ninth grade one-half unit of European and Ancient History, which amounted to a review of geographic distribution of land and water area, was listed. Other courses suggested for the

¹"Circular of Information and State High School Course of Study," pp. 12-30. Salt Lake City, Utah: Utah State Board of Education, 1913 (mimeographed).

several grade levels did not very often specifically mention geography, but, of course, some geography was included indirectly in the history courses.

In 1918¹ the State Department issued for the secondary schools a course of study which outlined a seventh grade course in European Beginnings of American History. It stressed new geographical knowledge and the story of Marco Polo. On the senior high school level American History which placed considerable emphasis upon the physical features of North America was offered.

The course of study² issued in 1923 showed no geography courses in the grades nine through twelve, but some geography was fused into the history courses.

The course of study³ that was distributed in 1928 for the junior high school level offered General World Geography for one-half unit and Geography of Utah for one-half unit.

Present courses of study.-- At the present time the

¹"Utah Course of Study for the Secondary Schools," pp. 34-99. Salt Lake City, Utah: State Department of Public Instruction, 1918 (mimeographed).

²"Utah Course of Study for the Secondary Schools, the Senior High School," pp. 32-54. Salt Lake City, Utah: State Department of Public Instruction, 1923 (mimeographed).

³"State Course of Study for the Junior High Schools," pp. 17-44. Manual No. 3. Salt Lake City, Utah: State Department of Public Instruction, 1928 (mimeographed).

secondary schools of Utah are using the courses of study prepared in 1943 and slightly revised in 1947. The following is the secondary school program in social studies¹:

- Seventh grade - World Place Geography (one-half year)
The Study of Utah History
(one-half year)
- Eighth grade - United States History (one year)
- Ninth grade - The Citizen and His Community
(one year)
- Tenth grade - The World We Live In (one year)
- Eleventh grade- American History and Government
(one year)
- Twelfth grade - Problems of American Life (one year)

Most of these subjects are required for all secondary schools of Utah except those in the city districts of Provo, Murray, Ogden, Logan, and Salt Lake City. There is one elective choice possible; however, and that is that the senior high school student may take either The World We Live In in the tenth grade or Problems of American Life in the twelfth grade. Only one is required. It is also possible for a school to deviate from this required list by securing special permission from the State Department.

In analyzing this social studies program it is ap-

¹"Senior High School Teachers' Guide, Social Studies," p. 2. Salt Lake City, Utah: State Department of Public Instruction, 1943 (mimeographed).

parent that the only geography course offered is World Place Geography¹ in the seventh grade. This course is entirely geographic in nature, including such units as Global Geography, The Relationship Between Climate and Man, and Our Natural Resources.

Utah History², also taught in the seventh grade for the second half of the year, presents a geographical picture of the times prior to the coming of the pioneers. Considerable emphasis is placed on the industries of Utah, but little time is spent on physical geography although some map work is included.

United States History³, as presented in the course of study, includes several general statements concerning geographical content that enables the teacher to include such content if he so desires, or more likely, if he is trained in geography. For instance, the teacher is requested to put in as much geography as the historical story can carry without becoming stultified. It is also suggested that the geography of the place in which one lives determines the activities and

¹"Course of Study for Secondary Schools, Social Studies," pp. 27-45. Salt Lake City, Utah: State Department of Public Instruction, 1947 (mimeographed).

²Ibid., pp. 7-26.

³Ibid., pp. 46-68.

the culture of the people who live there. Along with these possibilities some emphasis is given to the natural resources of the United States.

The Citizen and His Community¹, course of study for the ninth grade, involves considerable human geography but very little physical geography. One unit on conservation which brings forth many major geographical factors includes water, minerals, and soils. Another unit which amounts to a very brief survey of the Latin American Nations concerns Twenty Friendly Nations. Of course, the major part of the course deals with community life.

The World We Live In², course of study for the tenth grade, includes a concentrated unit entitled The Earth As The Habitat for Man. This unit stressing earth in space, climate, and map interpretation is mainly physical in nature. Some geography is mentioned in a general way when the story of the various civilizations is told. The tracing of the influence of geography upon these major centers of civilizations is suggested.

American History and Government (North and South

¹Ibid., pp. 69-97.

²Ibid., pp. 98-138.

America),¹ course of study for the eleventh grade, is a repetition, to a certain extent, of the eighth grade United States History course. However, to the extent the history of the Latin American Nations and Canada parallel that of the United States this course covers the entire hemisphere. Unit One of the tenth grade course, The World We Live In, concerning the earth as the habitat of man is reviewed. —An intensive review of place geography of Europe, the Mediterranean area, and the Western Hemisphere is outlined, as well as an intensive review of the rivers, lakes, and other natural resources of eastern America.

In the American Problems course,² for the twelfth grade, very few geographical factors are specifically mentioned, but in several instances such factors are implied. One such unit deals with the hopes, aspirations, accomplishments, and efforts of other people. Any of the problems considered in this course have their geographical implications, and again it is left to the teacher to fill in the details.

Courses of Study for City School Districts of Utah

The five city school districts in Utah are indepen-

¹Op. cit., pp. 16-31.

²Ibid., pp. 33-9.

dent of the State Department to the extent that they can prepare their own courses of study and designate their own grade placement requirements. However, the city districts of Ogden, Provo, Logan, and Murray for the most part use the courses of study prepared by the State Department. The Salt Lake City School District on the other hand prepares and distributes its own courses of study and designates the grade placement.

Some courses of study in the past.-- A syllabus of courses of study issued in 1921¹ by the public schools of Salt Lake City placed geography in the seventh grade. This particular course using natural regions as a basis of organization emphasized the regional approach. Various history courses were offered in the upper grades, but their actual geographical content is difficult to determine.

A course of study dated 1928² by the Salt Lake City schools placed geography in the seventh grade and also mentioned that geography factors should form the core of the material in other social studies courses.

¹"Syllbus of Courses of Study, Junior and Senior High Schools," pp. 8-11. Salt Lake City, Utah: Public Schools of Salt Lake City, Utah, 1921 (mimeographed).

²"Course of Study, Geography and Related History and Civics," p. 5. Salt Lake City, Utah: Salt Lake City Schools, 1928 (mimeographed).

Present courses of study.-- At the present time (1948) the Salt Lake City schools are using a program of studies for the secondary school which was produced during 1946-1948. The following grade level placement is now in effect:¹

- Seventh grade - American History (one year)
- Eighth grade - Community Problems (one year)
- Ninth grade - Regional Problems (one year)
- Tenth grade - World Civilization (one year)
- Eleventh grade - American History and Civilization (one year)
- Twelfth grade - American Problems (one year)

Besides these full year courses, semester courses in Psychology, Consumer Economics, Sociology, and Vocations are offered as electives on the senior high school level. Since the City schools are theoretically still working under the four-year high school plan, three units are required in the social studies, one of which must be American History and Civilization, which is taught in the eleventh or twelfth grades. The other two units may be satisfied by any two of the following subjects: ninth grade Regional Problems, tenth

¹"A Guide to Activities in the Study of Community Problems," p. 11. Secondary School Program of Studies - Field of the Social Studies. Salt Lake City, Utah: Salt Lake City Board of Education, 1948 (mimeographed).

grade World Civilization, twelfth grade American Problems, or any two of the semester courses. On the seventh and eighth grade levels American History and Community Problems are required of all students. It is possible for a student to satisfy his social studies requirements by taking American History and Civilization, and perhaps American Problems, and two semester courses.

In analyzing the above social studies program of the Salt Lake City School District one finds that a striking similarity exists between this program and the one dealt with earlier in the chapter produced by the State Department. However, there are some differences in both grade placement and subject matter. For instance, in the seventh grade, American History¹ is offered. Once again the question is raised in this course as to how geographic and climatic conditions influence the life activities of the people of the United States. The United States is briefly studied by its natural regions with some emphasis upon surface features, climate, and natural resources. Some geography of the Latin American Nations is included. Map interpretation is suggested as one of the skills to be developed.

¹"A Guide to Activities in the Study of American History," pp. iii + 168. Secondary School Program of Studies - Field of the Social Studies. Salt Lake City, Utah: The Salt Lake City Board of Education, 1948 (mimeographed).

In the Community Problems course,¹ which is offered in the eighth grade, considerable emphasis is placed on the local geography of Utah. The physical features of the State, the natural resources, particularly the conservation of these resources, and the local industries are all stressed in the first part of the course. The latter part deals with community life and its problems more or less exclusive of these geographic factors.

The social studies course, Regional Problems,² which is offered in the ninth grade, is actually a geography course. Its name even implies the regional concept of geography. The United States is divided up into eight regions and each region is studied for its climate, natural resources, surface features, industries, and chief rivers, mountains, and cities. The point of view that the geographic and climatic conditions of North America contributed to the great variety of natural resources of the continent is stressed throughout.

¹"A Guide to Activities in the Study of Community Problems," pp. iv + 192. Secondary School Program of Studies - Field of the Social Studies. Salt Lake City, Utah: The Salt Lake City Board of Education, 1947 (mimeographed).

²"A Guide to Activities in the Study of Regional Problems," pp. iv + 167. Secondary School Program of Studies - Field of the Social Studies. Salt Lake City, Utah: The Salt Lake City Board of Education, 1946 (mimeographed).

World Civilization,¹ tenth grade course, is a world history that attempts to trace the development of the various centers of civilization. These civilizations are in part explained by the geographic environment of the particular area. Yet this tenth grade course draws very little from geographic factors with the exceptions of maps and material resources. Little attempt has been made to study the earth as a habitat for man. But an occasional statement is presented that suggests that the geography of Rome, for instance, is fundamental. The course of study in this subject offers little actual direction in encompassing geographic content in its presentation.

American Civilization,² the eleventh grade course, is required of all senior high school pupils. This subject offers many opportunities for building the history of United States around geographic concepts and factors. According to this particular teachers' guide, the pupil should become aware of the important rivers, mountains, other land marks,

¹"A Guide to Activities in the Study of American Civilization," pp. v + 153. Secondary School Program of Studies - Field of the Social Studies. Salt Lake City, Utah: The Salt Lake City Board of Education, 1947 (mimeographed).

²"A Guide to Activities in the Study of American Civilization," pp. v + 153. Secondary School Program of Studies - Field of the Social Studies. Salt Lake City, Utah: Salt Lake City Board of Education, 1947 (mimeographed).

and natural resources which are pertinent to the development of the West and the rise of sectionalism. Beyond the boundaries of the United States this course of study suggests that the pupil should develop an awareness of the geographical nature and significance of the different parts of the earth including distances, climate, and resources. Industrial expansion is stressed and liberal use of maps is suggested.

Some geography is brought into the twelfth grade course of American Problems.¹ One unit deals with the conservation of our natural resources. Some comparison of the natural endowments of the United States and other countries is recommended. Such industries as mining, lumbering and farming are all studied as problems in American society. With the exception of parts of the course of study dealing with industries and conservation, the geography included is found mainly in general statements lacking specific direction for the teachers.

Conclusions

How does an analysis of these various courses of study help in determining the status of geography instruction in the secondary schools of Utah? In the first place

¹"A Guide to Activities in the Study of American Problems," pp. v + 198. Secondary School Program of Studies - Field of the Social Studies. Salt Lake City, Utah: Salt Lake City Board of Education, 1946 (mimeographed).

it is evident that the subject of geography has been and still is considered to be an elementary grade subject. In the second place, in the Salt Lake City schools it is clear that with the exception of the Regional Problems course in the ninth grade no geography subject as such are required by the secondary schools. In by far the greater number of schools in the State geography is offered in the seventh grade. The geographical content available in the social studies courses is in most cases considerable, but, of course, the utilization of such content depends entirely upon the teacher who attempts this integration. Some of the courses of study that have been analyzed do nothing more than present general geographical concepts. This pre-supposes that teachers have sufficient background to make use of these concepts. In many cases a few scattered statements containing geographical suggestions may mean little to the teacher involved. Above the seventh grade the geography is apparently to be integrated in the various social studies courses, particularly history. Actually the geography has been fused or added on rather than integrated into the social studies courses. Such grade placement of subjects in the secondary school curriculum can be of much assistance, when properly analyzed, in determining the point of view of the administrators toward geography in the curriculum.

CHAPTER IV

THE GEOGRAPHY TAUGHT IN UTAH SCHOOLS

The bulk of the information for this thesis was obtained by means of questionnaires that were sent to all of the geography teachers and most of the social studies teachers in the secondary schools of Utah. In selecting the teachers for this study the writer relied mainly on the 1947-48 Utah Public School Directory. This Directory lists all the teachers in the public schools of Utah by school including the main subjects which they teach. Realizing beforehand that there was a limited amount of geography offered in the Utah schools as a separate subject, the writer had to select those teachers who taught social studies courses in which considerable geography was included. It was assumed that such courses as American History, World History, Regional Problems, Community Problems, American Problems, Social Science, and any course that attempts to integrate the social studies would include considerable geography in its content. With this in mind questionnaires were sent to all the teachers listed in the Directory as teaching geography or other social studies courses with the exception of the subjects of Economics, Sociology, Psychology, and Citizenship. These questionnaires were sent to the various teachers through the offices of the

principals. This chapter reports the findings obtained through these questionnaires.

Questionnaire Returns

The results from these questionnaires were encouraging from the standpoint of percentage of returns but a trifle disappointing from the standpoint of the completeness in which they were made out. Some teachers assumed that since they didn't teach geography per se that the questionnaire didn't concern them and consequently sent it back not filled out. Although 293 questionnaires out of the 512 sent out were received from teachers, fifteen of them were not filled out so actually only 278, or 54 per cent, of the questionnaires were used in deriving the results to be interpreted in this chapter. Some teachers filled out part of the questionnaire but left out other parts that had to do more directly with geography. Many teachers were unable to estimate the percentage of time devoted to geography in their social studies courses. The results in general demonstrated that a great number of social studies teachers in the State are rather confused both as to the place of geography in the curriculum and to exactly what is meant by the term geography. However, the results from the questionnaires were sufficiently complete to be considered significant for this study. A tabulation of the actual results in percentages is found in Table 2, page 40.

TABLE 2
NUMBER AND PERCENTAGE OF SCHOOLS RETURNING QUESTIONNAIRES

Schools	Number	Per Cent
<u>Total Schools</u>		
Schools contacted	244	-
Schools answering	156	63
Questionnaires sent out	512	-
Questionnaires returned	293	57
<u>Senior High Schools</u>		
Schools contacted	75	-
Schools answering	60	80
Questionnaires sent out	218	-
Questionnaires returned	137	62
<u>Junior High Schools</u>		
Schools contacted	67	-
Schools answering	49	73
Questionnaires sent out	169	-
Questionnaires returned	106	62
<u>Elementary Schools</u>		
Schools contacted	102	-
Schools answering	47	46
Questionnaires sent out	125	-
Questionnaires returned	51	40

The results presented in Table 2 are interesting in that they show the senior high schools had the highest percentage of schools returning some or all of the questionnaires. The junior high school percentage for actual questionnaires returned was as high but perhaps the fact that as many as eight or nine questionnaires were sent to some senior high

schools might explain this relatively lower percentage on the part of the senior high school. The poorest returns came from the elementary schools. A smaller percentage of elementary schools returned a smaller percentage of questionnaires than either the junior or senior high schools. This may be accounted for by the fact that many principals in schools having the seventh and eighth grades think of their entire school as being an elementary school, even though the technical division (and the one used in this thesis) is that grades one to six constitute the elementary division and that grades seven to twelve constitute the secondary level.

Figure 2, page 52 graphically illustrates the location of the various schools that were selected for this study. In this Figure the schools that returned the questionnaires are represented by red dots and the schools that did not return the questionnaires are represented by black dots.

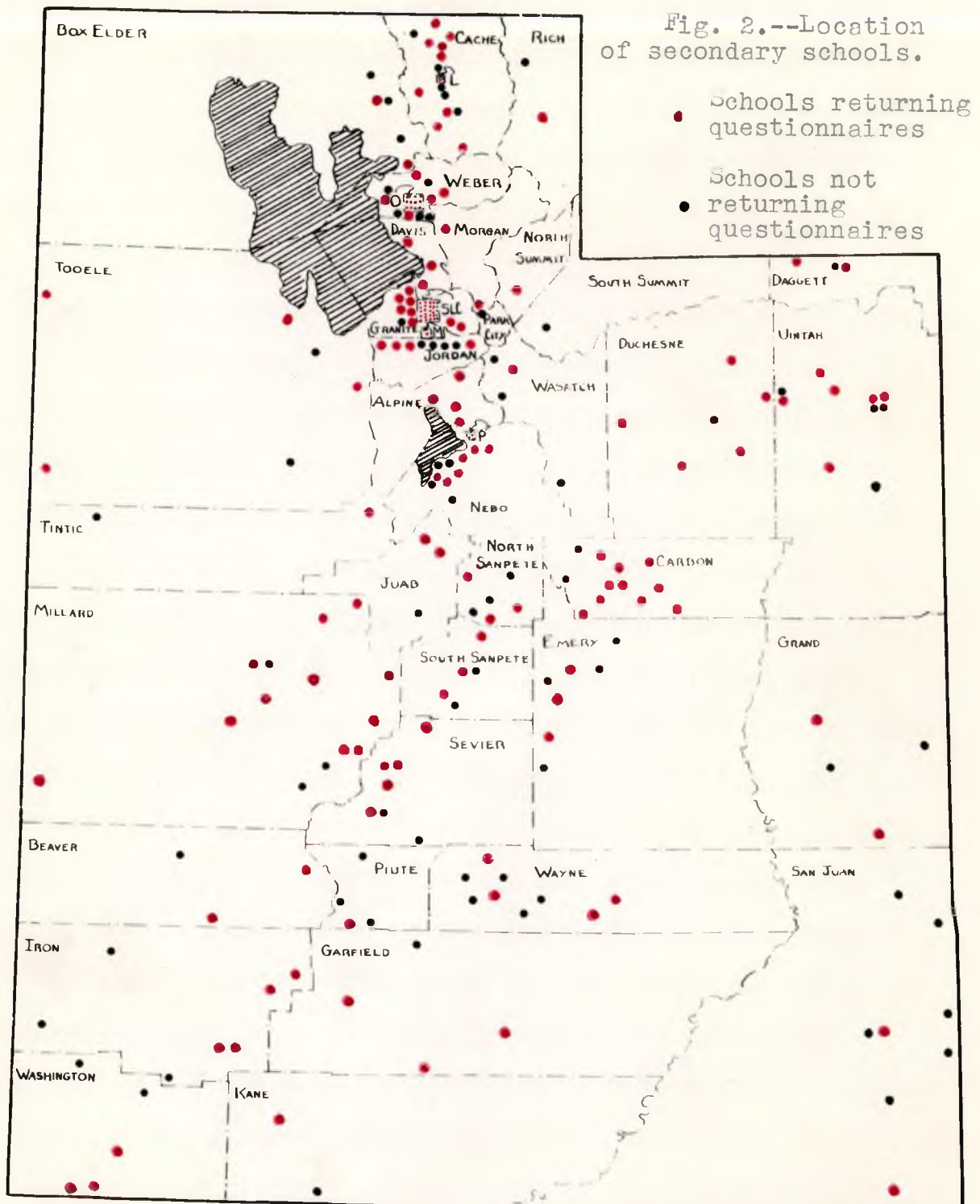
The questionnaire included seven parts. The remainder of the chapter will be made up of a discussion of the results of these seven parts.¹

Teacher Attitudes

The first section of the questionnaire called for rather subjective judgements requiring a yes or no answer.

¹See page 86 of the appendix for a copy of the questionnaire.

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The first question attempted to find out how many schools offered geography as a separate subject. The results of this question had to be disregarded in part because it was found that while one teacher would answer "yes" (that geography was offered as a separate subject) another teacher in the same school would answer "no."

The second question was, "Do you think that geography should be taught as a separate subject?" The answer was more than three to one in favor of teaching geography as a separate subject. One hundred and ninety-nine teachers answered the question in the affirmative and only sixty-three answered it in the negative. This seems to be contrary to the present trend of fusion courses in Utah and core curriculum courses in other parts of the country. Some of the cooperating teachers and some administrators personally known by the writer feel that geography can best fit the needs of the pupils by being integrated into some other social studies subject, usually history. The thought expressed by these people may be interpreted as meaning that geography taught as a separate subject loses some of its functional value and meaning whereas if it is properly fused into other social studies courses important relationships are more easily understood. This is one of many academic controversies, and it can only be stated here that 67 per cent of the cooperating teachers feel that geography should be taught as a separate

subject. However, five of the teachers included in the 67 per cent specified that they thought geography should be taught as a separate subject only in certain grades, usually the seventh or eighth.

A smaller percentage of teachers felt that geography should be required as a separate subject but the percentage in favor of such a requirement was still high. One hundred and seventy teachers, of 58 per cent, favored requiring geography as a separate subject, whereas eighty-five, or 29 per cent, were opposed to such a proposal. These figures might be interpreted as meaning that most of the secondary teachers in the field of social studies are favorable to the subject of geography to the extent that it should be a required subject in the secondary curriculum.

The next question was an attempt to find out if the geography and social studies teachers feel that the geography offering in their school is adequate. The obvious answer might be expected to be no. However, seventy-nine teachers, or 26 per cent, answered yes and one 176, or 60 per cent, answered no. It is surprising that such a large percentage of teachers feel that the geography offering in their school is adequate when other evidence to be presented later shows that outside of seventh grade World Geography very little is taught in the secondary schools. Fifty-nine of the teachers included in the 26 per cent were elementary and junior high

school teachers who think that seventh grade Geography constitutes sufficient offering in their particular school.

Another question very closely allied with the one directly mentioned above was placed in part seven of the questionnaire but it should be discussed here. One hundred and fifty-seven, or 53 per cent, of the teachers reported that they did not have adequate time to develop geographic thinking and philosophies on the part of their pupils. Seventy-six, or 25 per cent, felt that they had ample time. Again the figure 25 per cent might seem to be high considering the frequent remarks made by teachers to the effect that they don't have time to develop their subject.

The Geography Being Taught

In Table 3 are listed the results from section two of the questionnaire. The teachers were requested to list all of the subjects that they taught in which considerable geography was included. Additional information concerning these subjects, such as grade placement, length of the class, enrollment, and time devoted to geography, was also requested. Obviously the teachers' judgment and estimate are of major concern in attempting to determine the significance of the results. One teacher might judge that very little geography is brought into his class of eleventh grade American History and therefore he would not list this subject on the question-

TABLE 3

NUMBER OF SCHOOLS OFFERING COURSES IN WHICH CONSIDERABLE
GEOGRAPHY IS INCLUDED (BY TEACHER ESTIMATE)

Subject	Grade Placement							Total Enrollment	Time Devoted to Geography in Per Cent
	7	8	9	10	11	12	Tot.		
Geography	29	2	3		3	1	38	771	More than 50
American History					30	1	40	4731	12
U. S. History . .	11	59					70	3902	14
World History . .			3	26			29	2705	4
Utah History . .	36						36	2892	25
American Problems						20	20	1213	11
Community Problems	1	7					8	1738	13
Regional Problems			5				5	734	36
Civics			27				27	1830	7
Social Studies .	25	4					29	1514	35
Current Events .		8	1		1		10	492	23

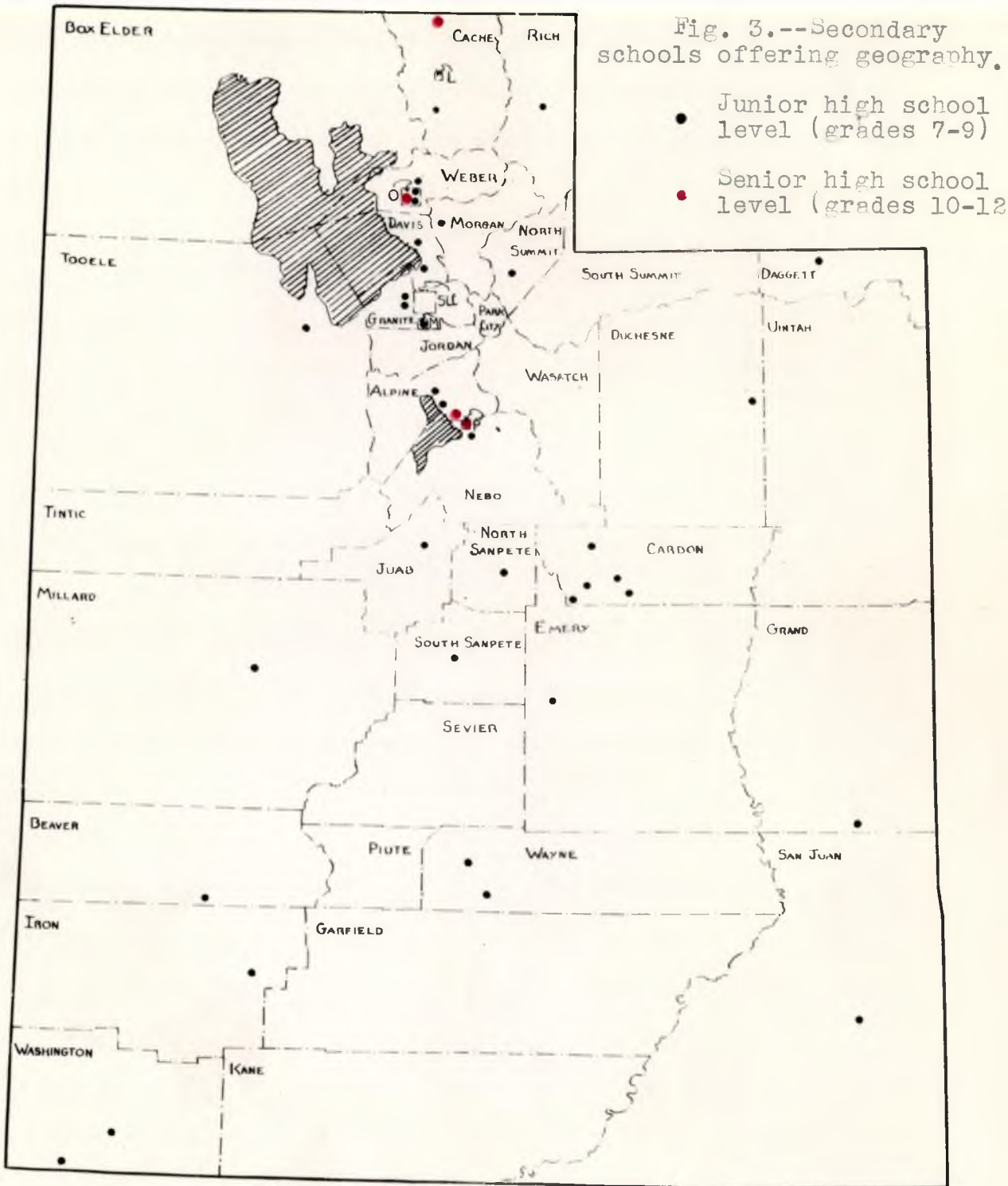
naire. On the other hand another person teaching the same subject might emphasize geography, in which case he would list it as requested. The twelve subjects listed in Table 3 represent the subjects most frequently reported including considerable geography in their content.

Geography including physical, economic, and regional, as can be seen in Table 3 is listed as being offered in only thirty-eight schools but actually four schools listed geography but not the grade, so the correct figure should be forty-two. Even so, this figure is extremely small when one remembers that seventh grade Geography is required in thirty-five of forty school districts in the State. It is interesting to note, however, that only four schools reported offering geography in the three upper grades. This is one clear indication that geography is still considered an elementary school and perhaps junior high school subject. The average estimate of the time devoted to geography made by those teaching American History was 12 per cent; U. S. History 14 per cent; World History 4 per cent; and Utah History 25 per cent. The two subjects that most nearly resemble a geography course in content are Regional Problems and Social Studies. Regional Problems is offered in the ninth grade of the Salt Lake City schools and its content is almost entirely geographical, although the average estimate of the

involved was only 36 per cent. Social Studies is offered usually in the seventh grade and the teachers involved report that 35 per cent of the time is devoted to geography. Many teachers commented that it was too difficult to estimate such time and so neglected to fill out this part. Many other subjects besides the twelve listed in Table 3 were reported including some which were undoubtedly actually geography subjects under a different name. Such a course might be Latin American Neighbors, which is offered in several of the schools. Of course these subjects are geographical in content only to the extent that the teacher includes geographic materials.

Figure 3, page 49 represents the number and location of the secondary schools which reported as offering geography as a separate subject. Some inconsistency may be noted in that only forty-two schools are represented in the Figure yet thirty-five of the forty school districts are required to offer geography in the seventh grade. Out of the 156 schools cooperating in the study 104 of them include the seventh grade. The difference between the forty-two schools explained on page 49 and the 104 schools supposedly offering geography in the seventh grade may be partly explained by the possibility that some schools offer geography by alternate years. Another explanation might be that some schools received spe-

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cial permission from the State Department to omit geography from their curriculum for that particular year. Still another possibility is that some of the teachers neglected to list geography on their questionnaire as requested.

Geography Equipment

The fourth part of the questionnaire, which dealt with geography equipment available to the teacher for classroom use, revealed some interesting data. The following table tells the story in percentage:

TABLE 4

PERCENTAGE OF COOPERATING TEACHERS REPORTING
MATERIALS AVAILABLE FOR CLASSROOM USE

Materials	Per cent	Materials	Per Cent
Barometer	12	Globes	58
Atlases	43	Thermometer	49
Geography bulletin board	31	Film projector	54
World maps		U. S. maps	
Physical-political	73	Physical-political	77
Climatic	19	Climatic	20
Economic	22	Economic	20

The equipment in the classroom of the geography and social studies teacher determines in part the type of geographic instruction which is presented to the pupils. The results presented in Table 4 illustrate very clearly that there is an obvious dearth of some kinds of geographic equipment in the classrooms of the secondary schools of Utah. Only thirty-six, or 12 per cent, of the cooperating teachers reported having a barometer in their classroom. This extremely low percentage might be explained by the fact that such a scientific weather instrument is used more widely in the science course rather than the social studies course. In a science course some isolated factors of physical geography such as the use of weather instruments are sometimes studied. The most prevalent piece of equipment according to this Table is a physical-political map as attested to by the 73 per cent of teachers reporting world maps available and 77 per cent reporting U. S. maps. However, the number of teachers who have the use of climatic and economic maps in their classroom is small. The relatively high number of film projectors available to the teachers might reflect the achievement of the state visual aids program. The atlases, bulletin boards, globes, and thermometers all show percentages ranging from 34 to 64.

Geography Activities

Section five of the questionnaire attempted to determine how many teachers carry on certain activities as a part of their teaching program. Table 5 summarizes the figures in percentages.

TABLE 5

PERCENTAGE OF COOPERATING TEACHERS
REPORTING VARIOUS ACTIVITIES CARRIED
ON AS ADJUNCTS TO THE TEACHING OF GEOGRAPHY

<u>Activities</u>	<u>Per Cent</u>
The use of field trips to:	
A nearby industry or industrial center	17
A local farm or farming area	8
A state park	2
The immediate neighborhood with a specific geographic objective in mind	19
Weather observation and use of weather instruments	16
Rough determination of latitude and longitude . . .	32
Clubs related to geography	2
Making geography exhibits	18
Exchange of exhibits with other schools	8
The making of maps, charts, models, etc	30

The use of field trips in geography and social studies courses is very limited according to the results shown in Table 5. The use of a field trip to a state park for instance was reported by only seven teachers, or 2 per cent. A field trip to the immediate neighborhood with a specific objective in mind was reported by fifty-eight teachers, or 42 per cent. The conclusion might be drawn from these figures that the

teachers either do not have time for such outside activities or they do not consider that the educational value involved warrants such excursions.

Other activities, with the exception of the making of maps, charts, models, etc., were reported by a small percentage of teachers. Most of the teachers reported the activity of map-making but only seven teachers, or 3 per cent, reported clubs related to geography. Again it might be assumed that both weather observation and use of weather instruments and the rough determination of latitude and longitude are brought up for discussion in the science class and consequently, perhaps by cooperative action, such activities are purposely neglected by the social studies teacher.

Teacher Needs

The sixth section of the questionnaire dealt with the needs concerning the teaching of geography - whether it be taught as a separate subject or as an integral part of a social studies course. Table 6 illustrates the rank order of six needs of the geography and social studies teachers as they were rated by these cooperating teachers. The rating in the Table was based on a 100-90-80-70-60-50 basis. That is, every time a certain need was ranked first it received 100 points; every time it was ranked second it received ninety points; and so forth.

TABLE 6
RANK ORDER OF THE NEEDS OF THE GEOGRAPHY
AND SOCIAL STUDIES TEACHERS

Rank	Need	Rating
1	Adequate geography equipment	89
2	A detailed course of study for geography	86
3	A course in methods of teaching geography . . .	85
4	An opportunity to select texts for your classes	78
5	A college course in geography (one or more) . .	76
6	A supervisor of geography.	59

Table 6 clearly designates exactly how these teachers rate their own needs. Considering the lack of equipment, as evidenced by the results of the questionnaire mentioned earlier in this chapter, it is quite understandable that adequate geography equipment would be the greatest need listed. The second greatest need among the six needs listed was a detailed course of study for geography. The reason for such a high rating for this need might be traced to the lack of training in geography upon the part of the teacher. Untrained teachers are more likely to want to have a detailed course of study to rely upon in their daily preparation. The need rated third most important was a course in methods of teaching

geography. To learn method before content would appear to be doing the training in a backward sequence; however, the teacher probably rates method before an academic college course in geography because he assumes that he already knows the content and that what he needs is a method course. Many teachers listed an opportunity to select texts for their classes as the number one need, but more listed it as the fifth and sixth most important need, consequently it fell in fourth place. This situation of the selection of text books undoubtedly varies among the districts, some being more democratic in their administration than others. It would seem to be a desirable procedure for the teacher to have a hand in selecting the texts that he must use throughout the year. Close behind this need of texts came a college course in geography which is, of course, linked with the teacher's training in geography. The great majority of the teachers cooperating in this study placed the need for a supervisor at the bottom of the list. This may reflect the average teacher's attitude toward supervisors in general. Many teachers may think that they can assist themselves in teacher improvement without the aid of a supervisor.

Teacher Training

Perhaps the most significant aspect of the results obtained through the questionnaire is that pertaining to

training of the teachers. Section seven of the questionnaire dealt with this situation of teacher training. Training in educational theory and practice, general education, and special subject matter are held desirable for the teacher by almost all educators. It is possible for an exceptional teacher to do good work with little or no training, but that same teacher could do far better work with the proper training. Likewise the average teacher with little or no background in the subject that he teaches will most probably do an inadequate job in the classroom. So training then may be considered one of the important criteria for judging a teacher and teaching results.

The first item of this section was an attempt to discover how many teachers have taught geography as a separate subject and for how many years. One hundred and three teachers reported having taught geography as a separate subject at one time or another. Thirty-one of these have taught geography for only one year but ten teachers reported having ten or more years' experience. This 103 figure represents only 35 per cent of the cooperating teachers. This roughly means that only one out of three social studies teachers have ever taught geography as a separate subject.

Before discussing the number of college hours in geography taken by the various cooperating teachers, it might be worthwhile to investigate what the major teacher training

institutions in the State offer in geography. Prior to the 1947-48 school year, the University of Utah was without a Department of Geography and the only geography offered was that found in one course in the geology group. At the present time (1948) a Department of Geography exists at the University with a full schedule of classes.¹ However, the University does not as yet recognize a teaching major in geography. According to the Annual Catalogue issue, 1947-48,² Brigham Young University recognizes a teaching major in Geography and Geology. Also geography is among the subjects comprising the composite majors in Mathematics and Physical Science and in Biological Science designed for prospective teachers. The Utah State Agriculture College for the school year 1947-48³ did not recognize a major in geography. The geography offered was a course in Economic Geography in the School of Commerce.

In view of the fact that Utah's major institutions of higher learning offered little in the way of geography courses

¹Catalogue of the University of Utah, 1947-48, pp. 173-4. University of Utah Bulletin, Vol. XXXVII, No. 15. Salt Lake City, Utah: University of Utah, 1947.

²Brigham Young University Quarterly - Annual Catalogue, 1947-48, pp. 129-35. Vol. XLIII, No. 4. Salt Lake City, Utah: Brigham Young University, 1947.

³Utah State Agriculture College Bulletin - Catalogue Issue, 1947-48, pp. 140. Utah State Agriculture College Bulletin, Vol. XLVII, No. 5. Logan, Utah: Utah State Agriculture College, 1947.

prior to the school year 1947-48, one might expect that the number of teachers having had college courses in geography would be very small. According to the results obtained in this study, 128, or 44 per cent, of the geography and social studies teachers report having had college courses in geography. Forty-six, or 36 per cent, of these teachers have had five hours or less of college geography, while twenty-six, or 20 per cent had over ten hours. If all of these teachers who reported having college courses in geography were the same teachers who reported teaching geography as a separate subject, then it might be said that the geography instruction in the State is in the hands of fairly well trained teachers. Unfortunately, however, this is not necessarily the case. Many of the teachers who reported teaching geography classes have never had any college training. Also, of course, many others who teach other social studies courses with only incidental geography included have had little or no college training in geography. Of the fifty teachers reporting as teaching geography, only twenty-two, or 44 per cent, reported any college training in geography. If the number of hours of college geography were used as a criterion of good geography instruction, this writer would have to conclude that the majority of geography and social studies teachers are inadequately trained to teach geography and also those teachers that are better trained are teaching geography incidentally

in other social studies courses or possibly not at all.

The past few years have been characterized by a teacher shortage in almost all subjects of the school curriculum, and one of the effects of this shortage is the poor and unfortunate placement of teachers. Many teachers are at the present teaching subjects in which they have had little or no training, and yet they are expected to do competent work. One of the questions included in the questionnaire involving this problem of teacher preparation and training dealt with the specific aspect of teacher interest. There are undoubtedly many teachers who are in the unfortunate position of teaching subjects in which they have no interest. The results from the above mentioned question showed that 180 teachers, or 61 per cent, are interested enough in geography to teach it as a separate subject, while seventy, or 23 per cent, do not want to teach geography and would not accept such an opportunity if it were offered them. Seven of those seventy teachers are among those who reported teaching geography. Perhaps it is safe to say that a teacher who does not care to teach a certain subject is somewhat handicapped in trying to accomplish the professional task expected of him.

In determining the training acquired by the cooperating social studies teachers in this study one of the methods used was the tabulation of their college major and minors. Table 7 offers such a tabulation.

TABLE 7

COLLEGE MAJORS AND MINORS OF SOCIAL STUDIES TEACHERS*

Subject	No. of Majors	No. of Minors
History and Political Science	71	32
Education	39	8
English	20	66
Physical Education and Health	18	8
Social Studies	16	19
Economics and Business . .	14	17
Sociology	11	25
Music	7	5
Physical Sciences	5	7
Mathematics	3	6
Languages	3	5
Geography	2	2

*Note: Because of composite majors and other combinations, each number does not necessarily represent one teacher.

The most common combination appears to be a history major and an English minor. The next most common major is education followed by English. The next most common minor is history and political science followed by sociology. It is interesting to note how many of these teachers are teaching outside of their major and minor field. Ninety-nine, or 33 per cent, of those teaching social studies reported that both their major and minor are outside of the social studies field. And likewise 150, or 51 per cent, of these teachers reported that their college major was outside of the social studies field. The ratio is evident among those fifty teachers who teach geography. Thirteen, or 27 per cent, have majors and minors and eighteen, or 37 per cent, have only majors outside of the social studies field. Table 7 suggests an unfortunate situation in education that might be traced back to such variegated origins as teacher shortages, faulty placement, or poor judgment on the part of the administrators. At any rate there is evidence that many social studies teachers have not had adequate training for the subject that they teach.

The great majority of cooperating teachers have received college training to the extent of at least the bachelor's degree, and many have obtained the master's degree. Four teachers, however, reported having had less than two years of college work. Most of these were elementary teachers. The teacher shortage in some of the rural areas still makes

necessary many uncertificated and probably unqualified teachers. These teachers with little or no college training will undoubtedly affect the geography that is offered in these areas. For instance, eight of the fifty geography teachers do not have the baccalureate degree. The complete data relative to the college training of the cooperating teachers are found in Table 8.

TABLE 8

GENERAL COLLEGE TRAINING OF SOCIAL STUDIES TEACHERS

<u>College Training</u>	<u>Number of Teachers</u>
Less than two years	4
Two years	21
Normal school certificate	18
Bachelors degree	188
Masters degree	46

Utah and Other States Compared

Now that the status of geography instruction in the secondary schools of Utah has been determined, a comparison with geography instruction in some other states would not be far amiss. For instance, geography in the New Jersey¹ high

¹Paul F. Lawrence, "The Status of Geography in Secondary Schools in New Jersey," The Journal of Geography, XLVI (January, 1947), 19-27.

schools is similar to that found in Utah's secondary schools in some respects, but quite different in others. Utah and New Jersey Geography teachers in general prefer to see geography taught as a separate subject. Both groups of teachers list geography equipment number one and a detailed course of study as number two in rating their most important needs. However, in New Jersey eight teachers majored in geography and twenty-one minored in that subject while in Utah only two majors and two minors in geography were reported. The New Jersey study reported four teachers who had no college credit in geography while in Utah the number proved to be twenty. In Chicago, Illinois¹ sixty-one out of seventy-five and in Texas² three out of 200 teachers teach nothing but geography while not a single teacher in Utah is in that position. A conclusion might be drawn that if further evidence was available it might show a considerably higher percentage of secondary schools offering geography in Utah. In proportion to the number of geography teachers in Utah the amount of college training taken by these teachers is not significantly different from that listed for teachers in other states.

Table 9 illustrates those comparative items that are available in most of the State studies presented in Chapter II.

¹Alden Cutshall, "High School Geography in Illinois," School Science and Mathematics, XLII (June, 1942), 560-64.

²Edwin J. Foscoe, "The Place of Geography in the Senior High School with Special Reference to Texas," The Journal of Geography, XXXV (March, 1936), 117-22.

TABLE 9
GEOGRAPHY COMPARED BY STATES

State	Per cent of Schools Offering Geography	Type of Geography Most Frequently Offered	Per cent of Teachers having No College Geography
Southern Illinois	81	Economic	-
Texas	More than 70	Economic	26
Missouri	64	High School	2
Arkansas	43	Economic	More than 50
Illinois	27	Economic	-
New Jersey	-	Economic	-
Nebraska	-	World	40
Utah	26	World	40

Table 9 indicates that the per cent of secondary schools offering geography in Utah is lower than in any of the states represented. Likewise, Utah's 40 per cent of geography teachers without college courses in geography ranks with Arkansas and Nebraska as the highest in that respect.

There are certain limitations to these results in Table 9. First, if the 160 secondary schools of Utah that include the seventh grade comply with the State Department's requirement concerning seventh grade Geography, the 26 per

cent figure in the Table would be considerably higher. A second limitation is that the number of geography teachers in Utah is lower than in most of the states represented so the figure viewed in terms of proportion would not represent such a wide spread.

CHAPTER V

A PROPOSED PROGRAM OF GEOGRAPHY INSTRUCTION FOR THE SECONDARY SCHOOLS OF UTAH

After surveying the subject of geography as it is taught in the secondary schools of Utah, this writer feels that the evidence that has been presented warrants offering some recommendations to strengthen the geography program in our schools. This chapter consists of a program of geography instruction plus an evaluation of such a program by five prominent educators.

Before offering these recommendations, the writer will attempt to explain the relationship between geography as a separate subject and geography fused with other subjects. This relationship is vital to this study because throughout the study almost constant mention has been made of these two concepts. Evidence previously presented in this thesis has indicated that, for the most part, geography in Utah has been thought of as a body of knowledge to be brought into other subjects when the need arises. Should geography be integrated into other social studies courses? Many administrators and teachers would answer yes. These people might point to the evident trend in education toward fusion, integrated, or core curriculum courses. They might

say that the trend is away from compartmentalization in school subjects and that the need of today is for functional courses built around real life problems. Many administrators and teachers would frown upon the addition of subjects to the curriculum and at the same time be critical of the present number of subjects in the curriculum. They would likely feel that geography would be more meaningful if it were integrated into other courses such as history, economics, or civics. This group of educators and teachers might be opposed to any movement that would attempt to encourage the addition of geography as a departmentalized subject to the curriculum of the secondary schools, particularly on the senior high school level. The forthcoming recommendations give full consideration to such an educational philosophy.

The geographer's point of view is somewhat more simple. To him, the important thing is that geography be presented to the pupils of the secondary schools in a professional manner. If this can be done by integrated courses many geographers might be quite satisfied. If geography can not be adequately presented by such courses, then many geographers would probably favor a separate course in geography. It is the writer's opinion that most of the geographers in the United States have not favored geography when offered in integrated courses because the teacher who teaches such a course has probably not been adequately trained in geogra-

phy.¹

In the following recommendations the writer has tried to reconcile two points of view. The evidence presented in previous chapters has indicated that there is a limited amount of geography taught on the senior high school level, and when it is taught, most often it is by inadequately trained teachers. The primary concern of the writer is the acquisition by the pupils of more knowledge pertaining to geography of the type that will be of greatest use to them. One way to accomplish this task might be to wait until the time arrived when the teacher training institutions produced teachers who were trained in many of the social studies and who could master the difficulties of the integrated course. If this course of action were adopted the present situation of poorly trained geography teachers would prevail for awhile at least. Another way to accomplish the task of providing more geography for secondary pupils might be to add geography to the curriculum of the senior high schools and at the same time require social studies teachers to have a minimum of college geography, at least enough for orientation purposes.

Before presenting a geography program that definitely

¹Opinion expressed by Mr. J. A. Phelps, visiting professor in the Department of Geography, at the University of Utah, which was obtained by personal interview.

calls for more geography in the curriculum, it might be well to answer the question: Why more geography? The best answer to this question may be found by examining our present world condition. The critical nature of the relations between certain nations of the world stands out as a plea for better world understanding. International peace through international cooperation is more likely to be achieved through international understanding than by any devious substitute for genuine understanding. Geography, particularly the geography of nations, can play a vital role in developing this world understanding. Ignorance sometimes results in intolerance and intolerance quite often results in international difficulties; therefore it is rather apparent that a study of the nations of the world, their land and their people, is one of the best ways to secure the much coveted goal of world peace.

A Proposed Program

The following recommendations are offered as concrete results of the study herewith presented. It is hoped that such a geography program might be of some assistance to persons interested in education, particularly those who are active in curriculum revision or reconstruction. With such a purpose as a guide the following geography program is recommended:

A. Curriculum

1. It is recommended that the senior high schools in the State offer a full year elective course in World Geography, utilizing the regional approach.

The most obvious lack of geography instruction is on the senior high school level; however, there are at least two factors that should be considered before the adoption of this recommendation. First, some very small schools may not be able to offer such a course because of administration difficulties such as a course being included only on alternating years. Second, an adjustment will have to be made to include such a course as part of the present state course of study sequence, as an elective course.

2. It is recommended that on the junior high school level the seventh grade geography course offered by most of the schools in the State, outside of those in the city districts, be changed to a full year course and possibly be offered in the eighth or ninth grade. Such a course would parallel the Regional Problems course offered in the ninth grade of the Salt Lake City schools.

Some administrators might favor the social studies approach or problems approach on the junior high school level, and if so, perhaps a fusion course including Utah History which is at present time offered as a one-half year subject

along with geography, could be offered in the seventh grade.

3. It is recommended that in addition to separate courses in the subject, geography be integrated into other social studies courses when the opportunity is presented and as the training of the teacher makes such integration advisable.

Besides whatever separate courses in geography may be offered in the curriculum, geographical content should be brought into other subjects such as history and economics. If the teacher is not trained in geography, however, the attempt to combine geographical factors with historical or economical factors may be quite futile.

4. It is recommended that school administrators, in making class schedules, assign those teachers to teach geography who are the best trained in geography and who have sufficient interest in the subject.

5. It is recommended that those educators responsible for producing courses of study and teaching guides in the field of the social studies incorporate more specifically the factors of geography instead of making only general reference to these factors.

This recommendation can be traced to the lack of training in geography on the part of the social studies teachers, whether the course be a fusion course or a separate course. If the teachers were adequately trained, general

reference to factors of geography would suffice, but since this seems not to be the case, more specific mention of these factors is needed.

B. Content

1. It is recommended that the geography course that should be offered in the upper grades of the secondary schools of Utah be not all physical geography nor all human geography, but rather be a combination of the two major divisions of geography as they are used to explain the various regions of the world. A suggested plan for such a course follows:

a. The first part of the course should be physical in nature in that it would stress the major physical factors that are constantly at work in the world. Such factors are:

(1) Earth in space

(a) Latitude and longitude

(b) Maps

(2) Climate

(3) Landforms

(4) Natural resources

(a) Vegetation

(b) Soils

(c) Minerals

(d) Water

b. The second part of the course should be econo-

mic or cultural in nature, stressing the world distribution of economic activities. Such activities that should be included are agriculture, manufacturing, mining, transportation, and recreation.

c. The third part of the course should be regional in nature, stressing the geography of nations. One of the ways to accomplish such a study would be to divide the world into regions using the continents as the basic unit. Thus the six regions of the world taken up in order would be North America, South America, Europe, Asia, Africa, and Australia. Considerable emphasis might be laid on North America and on the Soviet Union and less emphasis on Africa and Australia.

There are several advantages to this type of course. The regional approach, which is recognized in almost all of the geography literature as the truly modern concept of geography, is utilized. Another advantage is that the course covers the entire world in a time when world understanding is imperative. And still another advantage would be the first part of the course is based upon the physical features of the earth which affords an indispensable background for an understanding of the human or cultural aspects of man's adaptation to his natural environment.

2. It is recommended that the geography course offered on the junior high school level should be either world geography or the geography of North America.

3. It is recommended that in social studies courses a very definite attempt be made to explain by means of the geographic factors involved the history of a people or the problems besetting them.

This is particularly pertinent in history courses. The person teaching any of the various history courses should at the beginning of the course discover by some exploratory technique the amount and kind of geographical knowledge possessed by the pupils. If the exploration shows that pupils have an inadequate geographical background, the teacher should take sufficient time to acquaint the pupils with the necessary details of geography. The history of a people or the history of an area will be much better understood by the pupils if the basic geography is comprehended.

C. Teaching materials

1. It is recommended that, whenever possible, every school in the State be equipped with globes, atlases, and maps (physical-political, climatic, and economic). Each social studies classroom should be equipped with such learning aids and each social studies teacher should have access to a film projector.

D. Teacher training

1. It is recommended that all college students who are preparing to become secondary school teachers and whose major

is in the social studies field should have a minimum of five credit hours in college geography. It is suggested that two courses constitute this geographic training - one in physical geography and one in human geography.

The writer suggests that the social studies teacher should have a good general background and such a background is inadequate if it does not include several courses in geography with at least enough subject matter to orient the teacher to the geographic point of view.

The question arises as to why are so many social studies teachers inadequately trained in geography. The first reason seems to be that prior to the 1947-48 school year very little geography was offered by two of the three major teacher training institutions in the State. The second reason might be that these teacher training institutions have not required a thorough geographic background as a part of the academic preparation of the social studies teachers. Herein lies the crux of the problem. The prospective teacher will not, in most cases, obtain much training in geography if the teacher training institutions do not offer much geography or if a certain amount of this geography is not required. Also the more teachers there are who have the geographic point of view, the greater the importance it will assume and the more it will be stressed by the social studies teachers

who will utilize it in the teaching of other social studies courses.

2. It is recommended that in the development and encouragement of the composite major in the teacher training institutions, geography should be one of the basic subjects to be considered by any social studies composite major.

3. It is recommended that careful consideration and encouragement be given to the addition of geography as a teaching major in the teacher training institutions of the State either at the present time or in the near future.

As long as the teacher training institutions of the State maintain the major-minor system it is difficult to see why a subject as important as geography shouldn't be on the same level as other subjects - that is, if teaching majors in history, political science or economics are recognized, why not recognize a teaching major in geography? Geography might be more ideally suited as an elective subject in a composite major, but until this system of composite majors is more fully established, a teaching major in geography would be appropriate.

The Program Evaluated

The preceeding geography program was based on the following factors: First, the data obtained through the questionnaire survey. Second, the personal judgment of the writer. Third, the suggestions and recommendations of many

prominent educators. In order to obtain some reactions to this geography program, the writer had it evaluated by five prominent educators. The evaluation offered by these educators was encouraging in the respect that they all agreed to the program as a whole. They had, however, certain reservations and individual recommendations. For instance one member of this group wanted to know if the authorities and experts in the geography field thought that geography should be taught as a separate subject in the upper grades. Another member did not agree with the program as it pertained to the junior high school. He felt that all geography on the junior high school level should be organized under the social studies approach as a fusion course. Another educator was somewhat concerned about the type of geography course that was suggested for the upper grades. He felt that perhaps the teacher of such a course might have a tendency to teach geographical factors in isolation rather than as dynamic factors closely related to every day activities. One educator believed that it would be better to have composite-type majors rather than the common major-minor combinations. In general, however, this group of five educators agreed to the great majority of the recommendations which have been proposed.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

In determining the status of geography instruction in the secondary schools of Utah the writer has utilized information obtained through the State Department, information from present courses of study, and to the greatest extent, information interpreted from the results of a questionnaire survey involving 293 social studies teachers. From data secured from these various sources, it is possible to make several generalized conclusions. It must be understood that the picture in most cases represents the State as a whole and not any specific area or region.

Before delving into these conclusions it may be helpful to review several of the factors that are necessary for a complete understanding of this thesis. One such factor is the difficulty of placing geography completely in either the social science group or the physical science group. As has been mentioned earlier, geography in this study has been considered as a social science, particularly as it is to be found in the social studies courses of Utah. There are few subjects that do not include some geographic factors in their content, but the major geographic emphasis is found in the subjects comprising the social studies group.

A second factor involves the recent trend in education toward fusion or integrated courses and core curriculum courses. In these offerings the content of geography is fused or integrated with the content of other social studies; consequently geography too often is offered only incidentally. Such fusions have greatly lessened the number of courses in geography as a separate subject.

Conclusions

The following conclusions are arrived at with a consideration of the factors mentioned above:

1. The majority of geography and social studies teachers in the secondary schools of Utah feel that geography should be taught as a separate subject and that it should be required in the secondary school curriculum.

2. Geography as a separate subject has been, and still is, considered to be an elementary grade subject. By far the greatest number of schools offering geography do so in the seventh grade.

3. The greater part of the geography and social studies classrooms in the secondary schools of Utah are inadequately equipped with geography materials, particularly maps, atlases, and globes.

4. A very small percentage of geography and social studies teachers carry on certain activities such as field

trips, clubs, and exhibits as adjuncts to the teaching of geography.

5. The two greatest needs of those who are teaching geography in the state, as expressed by the geography and social studies teachers, are (1) adequate geography equipment and (2) a detailed course of study for geography. Very few teachers feel that there is much need for a supervisor of geography.

6. Many of the geography and social studies teachers in Utah are inadequately prepared to teach geography. This conclusion was arrived at by consideration of the following factors:

a. A majority of the geography and social studies teachers have had no college courses in geography and a still greater percentage have had not more than five hours of college credit in geography.

b. Almost one out of every four geography and social studies teachers does not want to teach geography and would not accept an opportunity to teach geography as a separate subject if such an opportunity were offered.

c. Nearly one-third of the geography and social studies teachers have college majors and minor outside of the social studies field. Over one-half of these teachers have college majors outside of the social studies field.

7. Less geography is taught in the upper grades in Utah than in other states where comparable data were available.

8. None of the senior high schools in Salt Lake City offers geography. Regional Problems offered in the ninth grade of the seven junior high schools, is a course of the geography of the United States.

Summary of Recommendations

In Chapter V a proposed program of geography instruction for the secondary schools of Utah was presented. This program was in the form of recommendations, many of which stemmed directly from the data assembled from the questionnaire. The following is a summary of the recommendations included in that program. It was recommended that:

1. The senior high schools in the State offer a full year elective course in World Geography, utilizing the regional approach.

2. On the junior high school level the seventh grade geography course offered by most of the schools in the State, outside of the city districts, be changed to a full year course and possibly be offered in the eighth or ninth grade.

3. Geography be integrated into other social studies courses when the opportunity is presented and as the training of the teacher makes such interpretation feasible.

4. School administrators, in making class schedules,

assign those teachers to teach geography who are the best trained in geography and who have sufficient interest in the subject.

5. Those educators responsible for producing courses of study and teaching guides in the field of the social studies incorporate more specifically the factors of geography instead of only general reference to these factors.

6. The geography course that should be offered in the upper grades of every secondary school in Utah be not all physical geography nor all human geography in content but rather be a combination of the two major divisions of geography as they are used to explain the various regions of the world.

7. The geography course offered on the junior high school level be either world geography or the geography of North America.

8. In many social studies courses a very definite attempt be made to explain the history of a people or the problems besetting a people by the geographic factors involved.

9. Every secondary school in the State, whenever possible, be equipped with globes, atlases, and maps (physical-political, climatic, and economic); each social studies classroom be equipped with such materials and each social studies teacher have access to a film projector.

10. All college students who are preparing to be secondary teachers and whose major is in the social studies field have a minimum of five hours credit in college geography.

11. In the development and encouragement of the composite major in the teacher training institutions, geography be one of the basic subjects considered in any social studies composite major.

12. Careful consideration be given to the addition of geography as a teaching major in the teacher training institutions of the State, either at the present time or in the near future.

APPENDIX

Dear Principal:

Under the direction of the School of Education of the University of Utah, I am making a study of geography instruction in the secondary schools of Utah (grades 7 to 12 inclusive). The importance of geography in the high school curriculum is being recognized by many educational leaders, including the U. S. Commissioner of Education. The School of Education and particularly the newly-organized Department of Geography are concerned with this question and are anxious to see this geography study completed.

Your cooperation in obtaining the information for this study will be greatly appreciated. Will you please place the attached questionnaire/s in the hands of your Social Studies and/or Geography teachers. A self-addressed envelope is enclosed for the return of this information. Thank you for your assistance.

Sincerely yours,

Lee S. Hammel

nn

The Status of Geography Instruction
in the Secondary Schools of Utah

QUESTIONNAIRE

Dear Teacher:

According to the 1947-48 Utah Public School Directory you are listed as a Social Studies and/or Geography teacher in the secondary schools (grades 7 to 12 inclusive). The following checklist is designed to supply information regarding the status of geography instruction in the secondary schools of Utah. Your assistance in filling out this checklist as it applies to you and your school will be greatly appreciated.

I

(Check correct answer)

- A. Geography is taught as a separate subject . . . Yes ___ No ___
 B. Do you think that geography should be taught as a separate subject? Yes ___ No ___
 C. Do you think that geography as a separate subject should be required? Yes ___ No ___
 D. Do you think that the geography offering in your school is adequate? Yes ___ No ___

II

Please list the subjects that you teach in which considerable geography is included.

Name of Course	Grade	Length	Number Enrolled	Per Cent of time Devoted to Geography						
A.				5%	10%	20%	30%	40%	50%	More
B.				5%	10%	20%	30%	40%	50%	More
C.				5%	10%	20%	30%	40%	50%	More

III

What chief textbooks and periodicals do you use to teach your courses?

- | | |
|----|----|
| A. | D. |
| B. | E. |
| C. | F. |

IV

Please check in space provided the equipment available in the classroom.

Barometer	___	Globes	___
Atlases	___	Thermometer	___
Geography bulletin board	___	Motion picture machine	___
World maps	___	U. S. maps	___
Physical-Political	___	Physical-Political	___
Climatic	___	Climatic	___
Economic	___	Economic	___

V

Check those activities that you have carried out or expect to carry out by the end of this school year.

- A. The use of field trips to: A nearby industry or industrial center_____, a local farm or farming area_____, a state park_____, the immediate neighborhood with a specific geographic objective in mind_____.

B. Other activities:

Weather observation and use of weather instruments	___
Rough determination of latitude and longitude	___
Clubs related to geography	___
Making geography exhibits	___
Exchange of exhibits with other schools	___
The making of maps, charts, models, etc.	___
Other activities not listed above	___

- A.
B.

VI

Rate your own needs from the list below, listing the most important number one, the next most important number two, and so on.

- A detailed course of study for geography
 A supervisor of geography
 A college course in geography (one or more)
 A course in methods of teaching secondary geography
 An opportunity to select texts for your classes
 Adequate geography equipment
 Other needs not listed above
 A.
 B.

VII

- A. How long have you been teaching Geography as a separate subject in the secondary schools of Utah? ____ years.
 B. How long have you been teaching the Social Studies in the secondary schools of Utah? ____ years.
 C. Does Geography hold enough interest for you to accept an opportunity to teach it as a separate subject? Yes ____ No ____
 D. Do you feel that you have adequate time to develop geographic thinking and philosophies on the part of your pupils? Yes ____ No ____
 E. How many hours of college credit in geography do you have?
 Quarter hours _____ Semester hours _____
 F. What was your Major and Minor in college?
 Major _____ Minor _____
 G. What is the extent of your preparation for teaching?
 Less than two years of college work
 Two years of college work
 Normal school certificate
 Bachelor's degree
 Master's degree
 Doctor's degree

Thank you very much for the time you have spent answering this questionnaire.

Sincerely yours,

Lee S. Hammel

TABLE 10

RESULTS FROM THE QUESTIONNAIRES ACCORDING TO SCHOOL DISTRICTS

District	Number of Schools Contacted	Number of Schools Answering	Per Cent of Schools Answering	Number of Questionnaires Sent Out	Number of Questionnaires Returned	Per Cent of Questionnaires Returned
Alpine	4	4	100	18	9	50
Beaver	3	2	67	7	3	42
Box Elder	3	2	40	16	5	33
Cache	14	9	64	24	16	66
Carbon	12	10	83	24	19	79
Daggett	3	2	66	3	2	66
Davis	3	3	100	15	12	80
Duchesne	6	5	83	15	9	60
Emery	3	4	50	13	8	61
Garfield	4	3	75	7	4	57
Grand	4	2	50	4	2	50
Granite	9	3	33	34	28	82
Iron	6	4	66	9	7	77
Jordan	3	4	50	28	13	46
Juab	3	2	66	4	3	75
Kane	2	1	50	3	1	33
Millard	14	11	79	18	13	72
Morgan	1	1	100	1	1	100
Nebo	10	6	60	22	11	50
North Sanpete	6	3	50	10	5	50
North Summit	1	1	100	4	4	100
Park City	2	1	50	2	1	50
Piute	4	1	25	5	1	20
Rich	2	1	50	3	2	66
San Juan	3	2	25	10	3	30
Sevier	7	5	71	3	5	62
South Sanpete	5	3	60	5	3	60
South Summit	1	0	0	2	0	0
Tintic	2	1	50	2	1	50
Tooele	6	4	66	11	5	45

TABLE 10--Continued

District	Number of Schools Contacted	Number of Schools Answering	Per Cent of Schools Answering	Number of Questionnaires Sent Out	Number of Questionnaires Returned	Per Cent of Questionnaires Returned
Uintah	10	6	60	12	7	68
Wasatch	4	1	25	7	1	14
Washington	5	3	60	14	6	42
Wayne	9	4	44	9	4	44
Weber	10	5	50	21	8	38
Salt Lake City	26	21	80	30	53	66
Ogden	11	7	63	26	14	53
Provo	3	1	33	8	1	12
Logan	2	1	50	6	1	16
Murray	1	1	100	4	2	50

TABLE 11

RESULTS FROM THE QUESTIONNAIRES ACCORDING TO SCHOOLS

School and District	Number Sent Out	Number Returned	Per Cent Returned	Enrollment	Grade Level
ALPINE					
American Fork Sr.	5	4	80	820	7-12
Lehi Sr.	4	1	25	482	7-12
Lincoln Sr.	6	2	33	946	7-12
Pleasant Grove Sr.	3	2	67	497	7-12
BEAVER					
Minersville Jr.	2	2	100	55	7-10
Beaver Sr.	2	1	50	328	7-12
Millford Sr.	3	0	0	255	7-12
BOX ELDER					
Garland El.	2	0	0	353	1-8
Tremonton El.	3	0	0	502	1-8
Willard El.	1	1	100	150	1-8
Bear River Sr.	4	4	100	695	9-12
Box Elder Sr.	6	0	0	1159	7-12
CACHE					
Clarkston El.	1	0	0	105	1-8
Hyde Park El.	1	1	100	99	1-8
Lincoln El.	2	2	100	331	1-8
Mendon El.	1	1	100	70	1-8
Millville El.	1	0	0	133	1-8
North Logan El.	1	0	0	86	1-8
Paradise El.	1	1	100	133	1-8
Providence El.	2	0	0	255	1-8
Trenton El.	1	1	100	79	1-8
Lewiston Jr.	1	1	100	-	-
Smithfield Jr.	2	2	100	-	-
Wellsville Jr.	1	1	100	-	-
North Cache Sr.	6	6	100	576	10-12
South Cache Sr.	3	0	0	558	9-12

TABLE 11--Continued

School and District	Number Sent Out	Number Returned	Per Cent Returned	Enroll- ment	Grade Level
CARBON					
Clear Creek El.	1	0	0	36	1-7
Kenilworth El.	2	2	100	171	1-8
Scofield El.	1	0	0	44	1-8
Spring Canyon El.	1	1	100	155	1-8
Castle Gate Jr.	2	2	100	48	7-9
East Carbon Jr.	4	4	100	315	7-10
Helper Jr.	1	1	100	275	7-10
Hiawatha Jr.	1	1	100	101	7-9
Price Jr.	6	3	50	602	7-10
Spring Glen Jr.	1	1	100	71	7-9
Wellington Jr.	1	1	100	85	7-9
Carbon Sr.	5	3	100	513	11-12
DAGGETT					
Clay Basin El.	1	1	100	9	1-8
Manila El.	1	0	0	71	1-8
Manila Sr.	1	1	100	15	7-12
DAVIS					
North Davis Jr.	8	5	63	906	7-9
South Davis Jr.	2	2	100	568	7-9
Davis Sr.	5	5	100	1316	10-12
DUCHESNE					
Myton El.	2	2	100	272	1-8
Neola El.	1	1	100	106	1-8
Altamont Sr.	2	0	0	236	7-12
Duchesne Sr.	3	3	100	157	8-12
Roosevelt Sr.	6	2	33	387	8-12
Tabiona Sr.	1	1	100	80	7-12
EMERY					
Castle Dale El.	1	1	100	124	1-8
Cleveland El.	1	0	0	134	1-8
Elmo El.	1	0	0	58	1-8
Emery El.	1	0	0	123	1-8

TABLE 11--Continued

School and District	Number Sent Out	Number Returned	Per Cent Returned	Enroll- ment	Grade Level
EMERY					
Orangeville El.	1	0	0	124	1-8
Greenriver Sr.	2	2	100	80	7-12
North Emery Sr.	3	2	67	256	7-12
South Emery Sr.	3	3	100	307	7-12
GARFIELD					
Antimony El.	1	0	0	63	1-8
Escalante Sr.	1	1	100	120	7-12
Garfield Sr.	3	2	67	-	-
Tropic Sr.	2	1	50	110	7-12
GRAND					
Cisco El.	1	0	0	17	1-8
Sego El.	1	1	100	28	1-8
Thompson El.	1	0	0	17	1-8
Grand County Sr.	1	1	100	175	7-12
GRANITE					
Blaine Jr.	3	3	100	259	7-9
Garfield Jr.	3	3	100	153	7-9
Granite Jr.	5	5	100	623	7-9
Madison Jr.	2	2	100	261	7-9
Monroe Jr.	2	0	0	209	7-9
Olympus Jr.	5	4	80	570	7-9
Plymouth Jr.	3	3	100	170	7-9
Cyprus Sr.	4	4	100	690	9-12
Granite Sr.	7	4	57	1643	10-12
IRON					
Kanarra El.	1	0	0	46	1-8
Modena El.	1	0	0	17	1-8
Paragonah El.	1	1	100	76	1-8
Cedar City Jr.	2	2	100	354	7-9
Cedar City Sr.	2	2	100	346	10-12
Parowan Sr.	2	2	100	216	7-12

TABLE 11--Continued

School and District	Number Sent Out	Number Returned	Per Cent Returned	Enroll- ment	Grade Level
JORDAN					
Draper Jr.	2	0	0	177	7-9
Midvale Jr.	2	2	100	224	7-9
Riverton Jr.	2	1	50	154	7-9
Sandy Jr.	3	0	0	226	7-9
Union Jr.	2	0	0	202	7-9
West Jordan Jr.	3	0	0	211	7-9
Bingham Sr.	5	1	20	465	7-12
Jordan Sr.	9	9	100	1112	10-12
JUAB					
Mona Jr.	1	1	100	67	1-8
Levan Jr.	1	0	0	91	7-9
Juab Sr.	2	2	100	391	7-12
KANE					
Kanab Sr.	2	0	0	166	7-12
Valley Sr.	1	1	100	133	7-12
MILLARD					
Delta El.	2	0	0	377	1-7
Fillmore El.	2	2	100	398	1-8
Garrison El.	1	1	100	187	1-7
Holden El.	1	1	100	57	1-8
Kanosh El.	1	0	0	71	1-8
Leamington El.	2	1	50	33	1-7
Lynndyl El.	1	1	100	81	1-7
Meadow El.	1	0	0	67	1-8
Oak City El.	1	1	100	66	1-8
Scipio El.	1	1	100	97	1-8
Sutherland El.	1	1	100	100	1-7
Delta Sr.	2	2	100	403	8-12
Hinckley Sr.	1	1	100	144	7-12
Millard Sr.	1	1	100	330	9-12
MORGAN					
Morgan Sr.	1	1	100	308	7-12

TABLE 11--Continued

School and District	Number Sent Out	Number Returned	Per Cent Returned	Enrollment	Grade Level
NEBO					
Benjamin El.	1	0	0	110	1-8
Goshen Jr.	1	0	0	98	7-9
Payson Jr.	4	3	75	351	7-9
Salem Jr.	1	1	100	56	7-9
Santaquin Jr.	2	0	0	115	7-9
Spanish Fork Jr.	3	1	33	419	7-9
Springville Jr.	2	2	100	492	7-9
Payson Sr.	4	3	75	450	10-12
Springville Sr.	2	1	50	402	10-12
Spanish Fork Sr.	2	0	0	513	10-12
NORTH SANPETE					
Wales El.	1	0	0	36	1-8
Fairview Jr.	1	0	0	128	7-10
Fountain Green Jr.	1	1	100	58	7-9
Spring City Jr.	1	1	100	56	7-9
Moroni Sr.	3	0	0	235	7-12
North Sanpete Sr.	3	3	100	337	7-12
NORTH SUMMIT					
North Summit Sr.	4	4	100	296	7-12
PARK CITY					
Marsac Jr.	1	0	0	520	1-8
Park City Sr.	1	1	100	231	7-12
PIUTE					
Circleville El.	1	1	100	151	1-8
Junction El.	1	0	0	78	1-8
Marysvale Sr.	2	0	0	64	7-12
Piute Sr.	1	0	0	103	7-12
RICH					
North Rich Sr.	1	0	0	40	7-12
South Rich Sr.	2	2	100	124	7-12

TABLE 11--Continued

School and District	Number Sent Out	Number Returned	Per Cent Returned	Enrollment	Grade Level
SAN JUAN					
Bluff El.	1	1	100	11	1-8
Cedar Point El.	1	0	0	26	1-8
Ginger Hill El.	1	0	0	18	1-8
Lasal El.	1	0	0	31	1-8
Summit Point El.	1	0	0	8	1-8
Ucolo El.	1	0	0	22	1-8
Monticello Sr.	2	2	100	108	7-12
San Juan Sr.	2	0	0	186	7-12
SEVIER					
Koosharem El.	2	0	0	103	1-10
Elsinore Jr.	1	1	100	87	7-9
Monroe Jr.	1	0	0	126	7-9
Richfield Jr.	1	1	100	315	7-9
North Sevier Sr.	1	1	100	358	7-12
Richfield Sr.	1	1	100	293	10-12
South Sevier Sr.	1	1	100	192	10-12
SOUTH SANPETE					
Mayfield El.	1	0	0	90	1-8
Manti Jr.	1	0	0	115	7-8
Ephraim Sr.	1	1	100	172	7-12
Gunnison Valley Sr.	1	1	100	200	7-12
Manti Sr.	1	1	100	214	9-12
SOUTH SUMMIT					
South Summit Sr.	2	0	0	241	7-12
TINTIC					
Callao El.	1	0	0	20	1-8
Tintic Sr.	1	1	100	235	7-12
TOOELE					
Ibapah El.	1	1	100	13	1-8
Ophir El.	1	1	100	32	1-8

TABLE 11-Continued

School and District	Number Sent Out	Number Returned	Per Cent Returned	Enrollment	Grade Level
TOOELE					
Vernon El.	1	0	0	30	1-8
Vendover El.	2	2	100	187	1-8
Grantsville Sr.	1	1	100	207	7-12
Tooele Sr.	5	0	0	954	10-12
UINTAH					
Avalon El.	1	0	0	67	1-8
Ballard El.	1	0	0	155	1-8
Bonanza El.	1	0	0	42	1-8
Fort Duchesne El.	1	1	100	141	1-8
Jensen El.	1	1	100	42	1-8
Lapoint El.	1	1	100	126	1-8
Maeser El.	1	0	0	296	1-8
Tridell El.	1	1	100	117	1-8
Alterra Sr.	1	1	100	227	9-12
Uintah Sr.	3	2	67	721	7-12
WASATCH					
Midway El.	2	0	0	179	1-8
Soldier Summit El.	1	0	0	26	1-8
Vallsburg El.	1	0	0	65	1-8
Wasatch Sr.	3	1	33	664	7-12
WASHINGTON					
New Harmony El.	1	0	0	30	1-8
Woodward Jr.	4	2	50	475	7-10
Dixie Sr.	4	1	25	223	11-12
Enterprise Sr.	2	0	0	53	9-12
Hurricane Sr.	3	3	100	427	7-12
WAYNE					
Bicknell El.	1	0	0	75	1-7
Caineville El.	1	1	100	6	-
Fremont El.	1	0	0	45	1-7
Hanksville El.	1	0	0	-	-

TABLE 11--Continued

School and District	Number Sent Out	Number Returned	Per Cent Returned	Enroll- ment	Grade Level
WAYNE					
Loa El.	1	1	100	96	1-7
Lyman El.	1	1	100	61	1-7
Teasdale El.	1	0	0	60	1-7
Torrey El.	1	0	0	62	1-7
Wayne Sr.	1	1	100	216	8-12
WEBER					
Hooper Jr.	2	1	50	143	7-10
North Ogden Jr.	1	0	0	163	7-10
Plain City Jr.	2	0	0	71	7-10
Riverdale Jr.	2	0	0	417	7-9
Valley Jr.	3	3	100	132	7-10
Wahlquist Jr.	1	1	100	93	7-9
Washington Terrace	2	2	100	329	7-9
West Weber Jr.	1	0	0	65	7-9
Wilson Jr.	2	1	50	82	7-9
Weber Sr.	5	0	0	922	10-12
SALT LAKE CITY					
Douglas El.	2	0	0	530	K-7
Emerson El.	2	0	0	1219	K-7
Forest El.	2	0	0	1002	K-7
Hamilton El.	3	0	0	913	K-7
Hawthorne El.	2	1	50	937	K-7
Highland Park El.	1	1	100	822	K-7
Jefferson El.	1	0	0	700	K-7
Lafayette El.	1	1	100	782	K-7
Lowell El.	1	1	100	642	K-7
McKinley El.	1	0	0	508	K-7
Oquirrh El.	1	1	100	596	K-7
Sumner El.	2	0	0	729	K-7
Uintah El.	2	1	50	1110	K-7
Wasatch El.	1	0	0	803	K-7
Whittier El.	2	1	50	1170	K-7
Bryant Jr.	5	3	60	963	7-9

TABLE 11--Continued

School and District	Number Sent Out	Number Returned	Per Cent Returned	Enrollment	Grade Level
SALT LAKE CITY					
Horace Mann Jr.	5	3	60	544	7-9
Irving Jr.	6	5	83	1252	7-9
Jackson Jr.	5	3	60	553	7-9
Jordan Jr.	4	3	75	576	7-9
Lincoln Jr.	5	5	100	875	7-9
Roosevelt Jr.	4	4	100	1021	7-9
Stuart Jr.	2	1	50	132	7-9
East Sr.	6	3	50	1641	10-12
West Sr.	7	6	86	1446	10-12
South Sr.	7	7	100	1950	10-12
OGDEN					
Grant El.	1	0	0	403	1-7
Lincoln El.	1	0	0	534	1-7
Lorin Farr El.	1	1	100	565	1-7
Madison El.	2	1	50	751	1-7
Polk El.	1	1	100	552	1-7
Quincy El.	1	0	0	552	1-7
Central Jr.	5	0	0	1005	8-10
Lewis Jr.	2	2	100	532	7-10
Mound Fort Jr.	5	2	40	790	7-10
Washington Jr.	2	2	100	551	7-10
Ogden Sr.	5	5	100	1475	11-12
PROVO					
Dixon Jr.	3	0	0	651	7-9
Farrer Jr.	2	0	0	603	7-9
Provo Sr.	3	1	33	1065	10-12
LOGAN					
Logan Jr.	3	0	0	611	7-9
Logan Sr.	5	1	33	648	10-12
MURRAY					
Murray Sr.	4	2	50	704	7-12

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